

DOCUMENT RESUME

ED 321 298

CS 212 461

TITLE English 16: Teacher Resource Manual. Integrated Occupational Program. Curriculum.

INSTITUTION Alberta Dept. of Education, Edmonton.

REPORT NO ISBN-0-7732-0272-2

PUB DATE 90

NOTE 262p.; For curriculum guide, see CS 212 460.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
-- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC11 Plus Postage.

DESCRIPTORS *Class Activities; Classroom Environment; Curriculum Guides; *English Curriculum; *English Instruction; Foreign Countries; Grade 10; High Schools; *Language Arts; Learning Activities; Program Descriptions; Special Education; *Special Programs; *Student Evaluation; Student Needs; Thematic Approach

IDENTIFIERS *Alberta

ABSTRACT

This teacher resource manual is intended to assist classroom teachers to implement Alberta, Canada's high school Integrated Occupational English Program. The manual, seen as a practical planning and instructional tool to support the "Program of Studies/Curriculum Guide," contains additional information about: the goals and objectives of the curriculum; thematic contexts for the delivery of prescribed concepts, attitudes and skills; suggestions for planning and implementing the program; activities and background information designed to develop further facility in using the strands of language and process skills; suggestions for relating language arts instruction to essential life skills and other subject areas; and suggestions for using community resources throughout the language arts program. The manual's six sections are as follows: (1) Introduction; (2) Classroom Environments: Emotional and Physical Safety; (3) Evaluation; (4) Scope and Sequence; (5) Themes; and (6) Language Arts Strands (containing large sections on writing, reading, viewing, listening, speaking, and process) (SR)

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English 16
Teacher Resource Manual
Grade 10

INTERIM - 1990

NOTE: This publication is a support document. The advice and direction offered is suggested only. Consult the *Program of Studies/Curriculum Guide* to identify the prescriptive contents of the English 16 program.

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.

English 16 : teacher resource manual: interim -- 1990.

ISBN 0-7732-0272-2

1. English language -- Study and teaching (Secondary).

2. Language arts (Secondary).

I. Title. II. Integrated Occupational Program.

PE1113.A333t 1990

372.6

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ACKNOWLEDGMENTS

This English 16 *Teacher Resource Manual* has been developed through the cooperative efforts of many individuals. Each person's contribution is sincerely appreciated. The program has also benefited from the validation of a number of educators across the province. Their comments provided valuable assistance and direction.

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INTRODUCTION

OVERVIEW

This *Teacher Resource Manual* has been developed to assist classroom teachers to implement the high school Integrated Occupational English Program. It contains:

- additional information about the goals and objectives of the curriculum
- thematic contexts for the delivery of prescribed concepts, attitudes and skills
- suggestions for planning and implementing the program such as:
 - instructional strategies
 - sequenced activities
 - correlations of learning resources to activities
 - resource suggestions
- activities and background information designed to develop further facility in using the strands of language and process skills
- suggestions for relating language arts instruction to essential life skills and other subject areas
- suggestions for using community resources throughout the language arts program.

Teachers are encouraged to use this manual as a practical planning and instructional tool to support the *Program of Studies/Curriculum Guide*. The activities and teaching strategies outlined in this document are not inclusive; rather, they are presented to provide ideas and guidelines to promote development of the learning objectives. The suggestions may be used as presented, modified or supplemented with locally developed materials. Teachers are encouraged to determine the abilities and needs of students and plan for instruction accordingly.

The Table of Contents outlines the materials available within the tabbed sections. A binder format was chosen to enable teachers to add instructional strategies, samples of student work and ideas for activities throughout the year. During cooperative planning sessions, pages or sections may easily be removed and shared with other Integrated Occupational Program teachers.

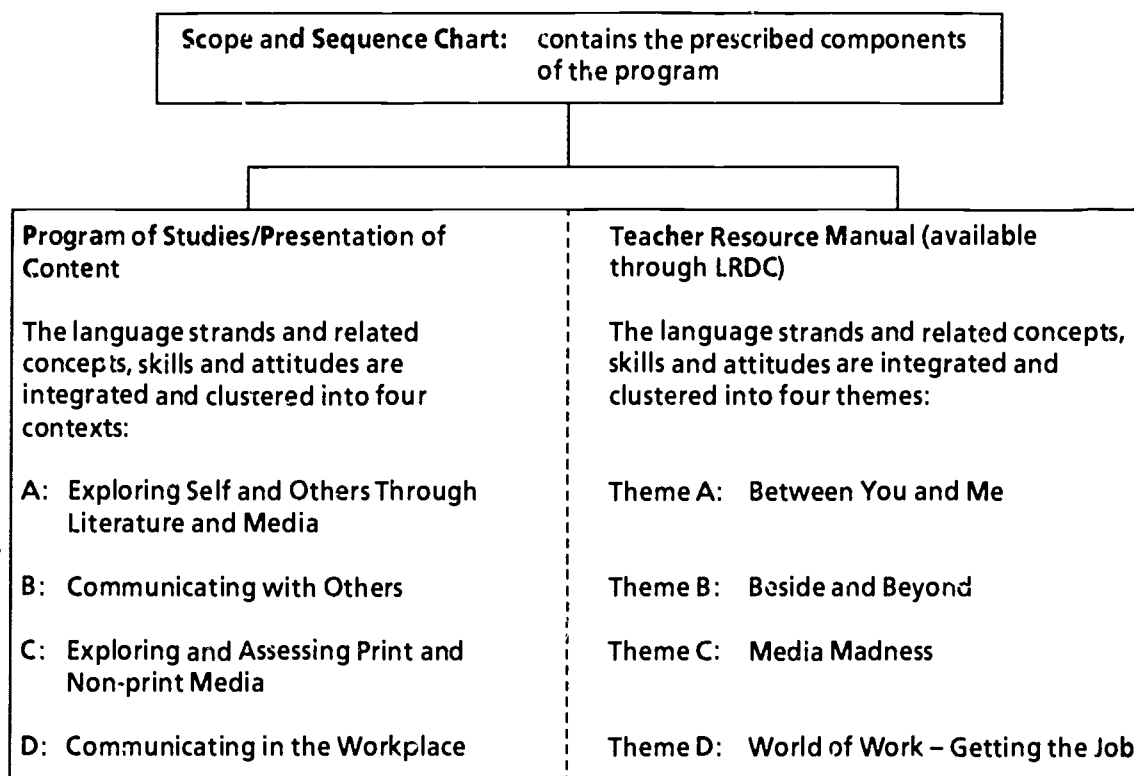
TIME ALLOCATION

English 16 is a three-credit course. Time is to be allocated to reflect the needs of individual students. Required concepts, skills and attitudes are designated 80% of the instructional time. The remaining 20% represents the elective component to be used for remediation, or reinforcement or to enrich and extend the program by providing opportunities to introduce new topics (e.g., locally developed themes) or expand topics in keeping with student interest.

Teachers are encouraged to integrate language strands and address concepts, skills and attitudes within meaningful contexts.

The prescribed components of the English 16 program are presented in three formats, as illustrated in the diagram below. Teachers may organize for instruction using one, or a combination of, the following instructional materials:

- *Program of Studies/Curriculum Guide*, SCOPE AND SEQUENCE CHARTS (pp. 38 to 49) where concepts and skills are organized into the language strands
- *Program of Studies/Curriculum Guide*, PROGRAM OF STUDIES/PRESENTATION OF CONTENT (pp. 53-78) where concepts, skills and attitudes relating to the language strands are integrated within four life skills areas
- This *TEACHER RESOURCE MANUAL* where the prescribed concepts, skills and attitudes relating to the language strands are integrated within four thematic units.



The themes presented in this *Teacher Resource Manual* supplement and support the four sections in the Presentation of Content section of the *Program of Studies/Curriculum Guide*. To illustrate, Theme A "Between You and Me" addresses the strands and related concepts, skills and attitudes that are contained in "Exploring Self and Others Through Literature and Media"; Theme B supports and supplements "Communicating with Others"; Theme C extends "Exploring and Assessing Print and Non-print Media"; and Theme D contains the strands and related concepts, skills and attitudes to be developed in "Communicating in the Workplace". Teachers are encouraged to use both documents when planning for instruction.



A



B



C



D

THEMES

ORGANIZATION OF THE TEACHER RESOURCE MANUAL

This manual has been organized to provide ready access to the themes, process and strands dimensions of the senior high Integrated Occupational English Language Arts Program.

THEMES

The tabs along the top of this manual indicate the location of the THEMES. Organizing instruction into themes integrates concepts, language arts skills, attitudes, process skills and inquiry strategies and focusses attention on a particular topic, issue or concern.

Using the thematic approach to instruction provides opportunities for students to develop learning objectives within contexts and emphasizes the fact that concepts, skills and attitudes are to be addressed simultaneously.

STRANDS

The tabs along the right-hand side of the manual access the STRANDS. Additional suggestions and background information are included to enhance student development. The language arts strands and related concepts, skills and attitudes reflect the prescribed component of the English language arts program. This dimension of the program highlights the developmental nature of language learning, and promotes a diagnostic approach through the identification and sequencing of prescribed skills. **Listening, speaking, reading, writing and viewing** pervade language and are addressed and integrated throughout the English language arts program. Selecting the strand or combination of strands which best corresponds to the situation contributes to maximum learning. Sequencing skills in keeping with student abilities and needs will also enhance student development.

PROCESSING INFORMATION

The ability to process information, using critical and creative thinking skills and process skills such as predicting, locating, organizing, analyzing, synthesizing, evaluating and monitoring, is a life skill. One must use process skills when applying inquiry strategies to solve problems, make decisions and answer questions. This section in the manual provides background information and additional suggestions to assist teachers when planning for instruction.

STRANDS/PROCESS

USE OF THE TEACHER RESOURCE MANUAL

This *Teacher Resource Manual* is comprised of two parts: THEMES and STRANDS. The THEMES are the initial starting points for teaching, and the suggested activities within these themes will direct teachers to the STRANDS section. Teachers are encouraged to select and use the referenced items from the strands section in keeping with abilities, needs and interests of students.

Note that the generic section of the manual (i.e., Strands and Process) remains largely unchanged throughout the English 16-26-36 *Teacher Resource Manuals*. It is the application of the skills and activities in a particular context that determines the complexity or sophistication of cognitive demands. The themes provide this context. Thus, teachers are directed throughout the English language arts program to draw upon the suggested strategies and activities and apply them to increasingly complex and mature contexts.

LEARNING RESOURCES

The basic student resource for English 16 is listed below and specific selections are referenced throughout the thematic units.

Green, Joan M., Natalie Little, and Brenda Protheroe. *Your Voice and Mine 1*. Holt, Rinehart and Winston of Canada, Ltd., 1987.

TECHNOLOGY AND MEDIA

To enhance course presentation, teachers are encouraged to make use of available media services, libraries and government agencies for films, videotapes, audiotapes, record, kits, picture sets and filmstrips. (Refer to the English 16 *Program of Studies/Curriculum Guide*, pp. 32 and 33.)

COMPUTER COURSEWARE

Consult the librarian for information regarding software within the school and/or to locate appropriate catalogues. A summary of courseware approved for regular secondary English programs which may be useful in the English 16 classroom is provided in *Computer Courseware Evaluations*, Volume VIII (Curriculum Branch, Alberta Education, 1988).

Teachers are encouraged to preview and select for classroom use word processing and other software in keeping with the abilities, needs and interests of students.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS audio and video library tapes copied. ACCESS also offers a service called "Night Owl Dubbing" which allows educators to videotape late night educational programs directly from their own television sets. ACCESS publishes both an *Audio-Visual Catalogue* and a comprehensive schedule of programming, which are available on request. For additional information, contact ACCESS NETWORK, Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL RESOURCE LIBRARIES

Films and videos are available for loan through the five centres listed below. In some instances, computer software is also loaned. Catalogues of holdings are available upon request.

- | | |
|------------------|---|
| Zone I | Zone One Regional Film Centre
P.O. Box 6536/10020-101 Street
Peace River, Alberta
T8S 1S5
Telephone: 624-3178 |
| Zones II and III | Central Alberta Media Service (CAMS)
2017 Brentwood Boulevard
Sherwood Park, Alberta
T8A 0X2
Telephone: 464-5540/467-8896 |
| Zone IV | Alberta Central Regional Education Services (ACRES)
County of Lacombe
Box 3220/5140-49 Street
Lacombe, Alberta
T0C 1S0
Telephone: 782-5730 |
| Zone V | South Central Alberta Film Federation (SCAFF)
Westmount School
Box 90/Wheatland Trail
Strathmore, Alberta
T0J 2H0
Telephone: 934-5028 |
| Zone VI | Southern Alberta Regional Film Centre (SARFC)
McNally School
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: 320-7807 |

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of materials in the classroom to enhance student language development.

The following resources have been identified as potentially useful for the Integrated Occupational English Language Arts Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction.

BOOKS

Alberta Education. *Native Library Resources for Elementary, Junior and Senior High Schools, Third Edition*. The Native Education Project, 1990.

Booth, David W. *Words on Work: An Integrated Approach to Language and Work*. Globe/Modern Curriculum Press, 1982.

Davies, Richard and Glen Kirkland (Eds). *Connections 1: Imagining*. Gage Educational Publishing Company, 1990.

Goepfert, Paula S. ed. *The Communications Handbook*. Scarborough, Ontario: Nelson Canada, 1982.

Gough, Nigel and Gael Tickner. *Language at Work*. Holt, Rinehart and Winston of Canada Ltd., 1987.

Hughes, Monica. *Hunter in the Dark*. Toronto, Ontario: Avon Books of Canada, 1984.

Kimbrall, Grady and Ben S. Vineyard. *Entering the World of Work*. Bennett and McKnight, a division of Glencoe Publishing Co., 1983.

White, R. *Deathwatch*. Toronto, Ontario: Dell Publishing, 1972.

Note: Various publishing companies develop and distribute novels, anthologies, short story collections and book series which may be suitable for students in the Integrated Occupational Program. Teachers are encouraged to review catalogues to identify appropriate materials for local use:

- e.g.,
- *Globe Book Company*
 - *Scott, Foresman and Company*
 - *Ballantine Books, Random House, Inc.*
 - *Western Producer Prairie Books.*

Teachers are also encouraged to peruse novels listed for English 13-23-33 and select resources in keeping with student abilities, needs and interests.

PERIODICALS

Consumer Talk is a set of eight consumer information sheets presented in tabloid – newspaper format and intended for high school students. Class sets may be obtained free of charge from Alberta Consumer and Corporate Regional and District Affairs and from Box 1616, Edmonton, Alberta, T5J 2N9.

Proem Canada magazine is a bi-yearly publication containing prose and poetry written by Canadian young people for a Grades 8 to 12 audience. Proem Canada may be ordered from Chris Magwood, P.O. Box 416, Peterborough, Ontario, K9J 6Z3.

Scholastic Voice magazine is for students in Grades 8-12, but it is written at the Grades 5-9 reading levels. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a variety of word games and other features designed to motivate students in English. Scholastic Voice is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, Canada, L4C 3G5.

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Stars magazine is for students in high school and is written at the Grades 6-9 reading level. Stars is published nine times a year and has copyright clearance. Available through Turman Publishing Company, 200 W. Mercer St., Seattle, Washington, 98119.

KITS

Applied Communications. Agency for Instructional Technology (AIT), Bloomington, Indiana, 1988. Applied Communication is a series of 15 modules containing videotapes, instructor's guides and student worktexts. Applied Communications is designed to enhance student communication skills at school, at home, at the workplace and in the community.

Human Resource Training. Electrolab Training Systems, P.O. Box 320, Belleville, Ontario, K8N 5A5 (613) 962-9577.

Novels-on-Tape. Brentwood Enterprises Ltd., No. 16, 21707 Dewdney Trunk Rd., Maple Ridge, B.C., V2X 3G8 (604) 463-7036.

Media and Society. NFB, 150 Kent Street, Suite 642, Ottawa, Ontario, K1A 0M9, 1989. A teacher resource handbook and two videocassettes with 20 titles grouped as follows: Advertising and Consumerism, Images of Women, Cultural Identity and Sovereignty, Power, Politics and Ideology.

On-the-Job Survival Skills. Pleasantville Media, Suite HW, P.O. Box 415, Pleasantville, NY 10570.

CLASSROOM ENVIRONMENTS: EMOTIONAL AND PHYSICAL SAFETY

In keeping with the wide range of physical, social and emotional development among adolescents, English Language Arts activities must be carefully planned with physical and emotional safety in mind. Teachers may be held liable for negligence of safety policy, regulations and practices.

EMOTIONAL SAFETY

To ensure the emotional safety of students, teachers must:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward emotional safety, b) respect for individual differences, and c) concern for physical and emotional safety of self and others
- be prepared to consult with appropriate persons when students make sensitive disclosures (guidance counsellor, parent, administrator, social services)
- be prepared to debrief students following activities leading to emotional disclosures and/or stress.

SENSITIVE ACTIVITIES

"A Child may be . . . emotionally injured if he or she is exposed to improper criticism, threats, humiliation, accusations, or expectations." (Information on The Child Welfare Act (Alberta) and The Young Offenders Act (Canada) for educators, parents, and students . . . available from Alberta Education.)

Teachers must carefully assess planned activities with student emotional safety in mind and should never force students to participate in activities that are genuinely, emotionally threatening to them. Teacher sensitivity must be particularly acute early in the year when students may be more unsure of themselves, their teacher and peers.

DISCLOSURES

Students may disclose elements of their personal lives that appear to put them and the teacher in jeopardy. This information might be revealed in the form of journal/logbook entries, behavioural preoccupations, or personal confidences.

LEGAL OBLIGATIONS

Teachers must understand legal obligations in order to respond appropriately to these situations.

"The Code of Professional Conduct" states that:

"The teacher treats pupils with dignity and respect and is considerate of their circumstances."

"The teacher may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgement of the teacher, to do so is in the best interest of the pupil." (The Alberta Teachers' Association Members' Handbook.)

The Provincial *Child Welfare Act* states that anyone:

"... who has reasonable and probable grounds to believe that a child is in need of protective services shall forthwith report the matter to a director..." of Alberta Social Services. (*Information on The Child Welfare Act - Alberta Education.*)

Also, anyone who does not report the matter to a director of social services:

"... is guilty of an offence and liable to a fine of not more than \$2,000.00 and in default of payment, to imprisonment for a term of not more than 6 months."

"Also, the Act provides that any director of Alberta Social Services, who has grounds to believe that a professional - such as a teacher - did not report a child in need of protective services, is obliged to advise the proper governing body of the occupation or profession." (*Information on The Child Welfare Act.*)

Local districts will have additional policies and protocol regarding the reporting of sensitive matters.

PHYSICAL SAFETY

To ensure the physical safety of students, teachers must:

- use common sense
- model behaviour that demonstrates: a) a positive attitude toward physical safety, b) respect for the physical environment, and c) concern for the physical and emotional safety of self and others
- prominently post local emergency telephone numbers adjacent to the telephone
- ensure that students are supervised at all times
- become familiar with the health, safety and fire regulations of the district and province and continually practise and reinforce them
- become cognizant of and comply with school and district policies regarding accident reporting
- instruct all students how to avoid hazards involved in each activity at the outset and reinforce continually
- think ahead - plan carefully in order to ensure that activities are appropriate to the available space and class size
- regularly check all equipment in use.

Physical safety is not just a series of precautions to take at the first of the year, or a series of rules to post in the work area. Safety is a state of mind, something that is learned and never forgotten. Those people who are careful and always "think safe" will rarely injure themselves while they work. Good safety habits need to be learned early, reinforced often and remembered always.

EVALUATION

Evaluation in Integrated Occupational Program courses should be based on a diagnostic/developmental approach. Teachers are encouraged to determine the current performance level of each student and organize for instruction accordingly. Various diagnostic programs, such as *Diagnostic Learning and Communication Processes Program (1990)* are available through Alberta Education, Learning Resources Distributing Centre (LRDC).

Evaluation should be viewed as an ongoing part of the teaching and learning process, providing feedback to students, teachers and parents/guardians. Major functions served by the process of evaluation include:

- provision of feedback to students relative to individual success in the learning process. Students may experience difficulty in monitoring and regulating their learning behaviours, and require a great deal of external feedback as to their progress. Feedback and encouragement must be provided on a regular basis
- provision of information to teachers concerning the appropriateness of learning goals and objectives, and the effectiveness of learning strategies and materials that have been used. Such information enables the teacher to modify the program as required for individual students with respect to pacing, learning resources, teaching methods or objectives
- provision of information to parents/guardians regarding the student's progress. Where possible, reports to parents/guardians should be interpreted through interviews so that the implications of the evaluation are understood. While useful in communicating student progress to parents, the interview is also valuable in identifying individual needs that may be met through program planning and delivery.

Teachers are encouraged to review Chapter IV "Evaluating Senior High Language Arts" (pp. 77-100) in the *Senior High School Language Arts Curriculum Guide* (Alberta Education, 1982) for additional information.

EVALUATING SKILLS

Students use many different skills every day in various situations. The teacher has numerous opportunities for evaluation by observing students using skills in a variety of activities, including researching, writing, working in groups and using inquiry strategies as well as informal testing situations. An effective method of evaluating skill development is to place the student in a situation that requires the use of a skill, and then to evaluate his or her performance. Checklists and samples of students' work are useful ways to assess skill development.

EVALUATING ATTITUDES

Evaluation of students' attitudes should be based on their growth in relation to the attitude objectives of the course. Direct observation of student behaviour and evaluation of oral and written responses to questions are two main approaches to evaluating attitudes. Information about attitudes can be collected by using an attitude scale that contains a series of positive or negative statements about a topic or issue. Observing student behaviour in a variety of situations, such as informal discussion and student self-evaluation may be used to appraise student attitudes. Checklists and anecdotal records are useful for recording attitude development. Record keeping helps teachers to compare attitudes held by students at the beginning and at the end of the unit or year. Students' performance on attitude objectives should not be included in the summative evaluation used to calculate grades; rather, reporting should be descriptive. Further, to avoid misunderstandings, teachers are encouraged to present data on attitude development during student-teacher or student-parent-teacher conferences.

EVALUATION CRITERIA

Teachers are encouraged to use the following criteria to design evaluation strategies, as well as the overall evaluation plan for each skill area and each student. Evaluation strategies should:

- be constructive
- be a continual process
- include diagnostic, formative and summative measures
- be purposeful and connected to the teacher's and the course objectives
- encompass the full range of social studies objectives (knowledge, skills, attitudes)
- be a cooperative process involving active involvement of students and teachers in identifying objectives
- evaluation should include a variety of techniques for obtaining information; e.g., observations, informal and formal tests, parent and pupil conferences, checklists, written assignments
- maintaining records to provide sufficient information for decision making
- inform parents and students of the goals and objectives of the course, the criteria used to evaluate and the methods of evaluation
- include judgments about the relationship between personal teaching style, instructional resources and student achievement
- comply with local accreditation policies.

STRATEGIES FOR EFFECTIVE EVALUATION

Evaluation is a fact of daily life and a necessary part of monitoring programs and student progress. Efforts must be made to provide variation in the procedures used so as to draw upon students' strengths and provide for their success in the evaluation process. Some students will go to extreme measures to avoid being 'tested' again. Absence from examinations; feigning an uncaring attitude; or not giving their best effort so that the anticipated failure can be dismissed with the excuse that they really did not try anyway, are all common behaviours.

The strategies provided here are intended to serve as guidelines to the teacher in developing a system of evaluation that will improve both student learning and the quality of the English language arts program.

- Evaluate students on an ongoing basis, using a variety of methods, such as:
 - provide taped versions of quizzes and tests for weak readers and allow them to explain the answer on tape or to a scribe
 - schedule opportunities for students to give demonstrations, which will provide the external structure and/or motivation to cope with the demands of print
 - encourage students to formulate their own questions for an exam, which will provide teachers with valuable insight into the information that students think is important. Students will also acquire practice in asking and answering skills
 - use the cloze technique as a diagnostic/evaluative tool (see *Teacher Resource Manual: Comprehension*)
 - provide a variety of open-ended items to encourage critical and creative thinking.
- Emphasize the synthesis of a variety of knowledge and process objectives, rather than isolated skills. Provide students with a variety of informal situations whereby they can demonstrate their understanding and application of concepts, skills and attitudes.

- Provide encouragement by asking questions and making statements that will prompt students to evaluate their work and learning. These techniques will encourage students to be less dependent on external rewards and more responsible for their own learning. Some examples might include:

"You did a good job of (be specific) ."

"What steps did you find most difficult?"

"How could you improve your work in this question?"

- Provide adequate time for students to complete their work. Students often do not do their best under time pressure.
- Consider the following when evaluating student performance:
 - use students' strengths to ensure success in the evaluation process
 - help students realize that ongoing self-evaluation, as well as external evaluation, is a positive developmental process
 - assist students to understand that making mistakes and developing the ability to identify and correct errors are part of the growth process and that mistakes need not be embarrassments.

Teachers are encouraged to evaluate student progress relative to prescribed concepts, skills and attitudes throughout the year, using a variety of instruments and techniques. The following briefly describes evaluation methods. The list is not inclusive; rather, it may serve to guide the evaluation process.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of student progress in written form. As a detailed record of specific observations, anecdotal records provide useful data for analysis and interpretation.
CHECKLISTS	Checklists serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation and for student organization.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test and to acquire student perceptions about progress, etc.
MEDIA	Teachers may tape-record tests to evaluate student listening skills and knowledge. Students may use tape-recordings to respond in a testing situation. Student performance may be videotaped for evaluation purposes.
OBSERVATIONS	Observing student behaviour in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student or a select number of students undertaking an activity over a given time frame. Observation can include student responses to questions, use of time and materials and participation in discussions and group activities.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
SAMPLES OF STUDENT WORK	Samples of student work are collected and qualitative differences in student work over time are assessed using written work, reports, maps, tests, etc.
SELF- AND PEER EVALUATIONS	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key-list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: <u>The Likert Scale</u> – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove, and strongly disapprove. A summed score may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. <u>The Semantic Differential</u> – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from + 3 (very favourable) through 0 (very unfavourable). <u>Rank Order</u> – a group of three or more items is presented which the student arranges in order of preference. This type of item is a cross between matching and key-list questions.
TESTS	<u>Objective tests</u> – matching, fill-in-the-blank, true/false, multiple choice, key-list questions. <u>Free response tests</u> – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become increasingly language competent individuals. Achieving language competence is a developmental process during which skills and related concepts and attitudes are refined and expanded over time in various contexts.

The scope and sequence chart provides an overview of the concepts, skills and attitudes to be addressed at each grade level. Teachers are encouraged to cluster and sequence the concepts, skills and attitudes in keeping with the abilities and needs of students.

The skills and related concepts and attitudes are interdependent. It is intended that skills and related concepts and attitudes be applied to a variety of progressively difficult and/or age-appropriate situations as students advance through senior high school. Except in rare circumstances, discrete skill instruction is not advocated. Skills, concepts and attitudes may be taught in context using the Program of Studies/Presentation of Content, the suggested themes outlined in this *English 16 Teacher Resource Manual*, or within locally developed themes.

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize student strengths and needs. Successful sequencing involves matching learning tasks in context to the individual student's needs, interests, learning styles and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting language growth.

Learning in context also provides opportunities for students to connect English Language Arts concepts, skills and attitudes to real life experiences. Students will become aware of the relationships between what is learned in school and how that knowledge may be applied in a variety of situations.

The scope and sequence charts include English 16, 26 and 36 to allow teachers to view the development of language throughout the Integrated Occupational English Language Arts Program. Concepts, skills and attitudes are to be addressed at each grade level at increasingly higher developmental levels and within contexts appropriate to the age level of students.

SCOPE AND SEQUENCE

ENGLISH 16	ENGLISH 26	ENGLISH 36
WRITING		
CONCEPT – <i>Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.</i>		
<p>SKILLS</p> <p>Applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing B31*</p> <p>Uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing B32</p> <p>Identifies purpose and audience and directs writing and speaking to that audience, and when reporting information through writing, speaking, demonstrating and presenting visually B33</p> <p>Identifies a topic with some assistance from teacher suggestion and selects appropriate supporting material from ideas generated through prewriting activities B34</p> <p>Establishes an appropriately limited subject for writing and identifies suitable material from that which has been generated in prewriting activities</p> <p>Recognizes the value of using personal experience for examples and illustrations in support of an idea B35</p> <p>Recognizes situations where other sources of information are needed, and finds and incorporates this information into composition</p> <p>Uses the appropriate prewriting activities in fulfilling individual intention</p> <p>Plans compositions, with teacher and peer assistance, and allows for discovery of meaning when writing B36</p>		
CONCEPT – <i>Appropriate organization and development of meaning are essential qualities of written compositions.</i>		
<p>SKILLS</p> <p>Writes an introduction which leads directly to the topic B37</p> <p>Writes an introduction that engages the interest and focusses the attention of the reader</p> <p>Develops personal ideas by using methods appropriate to this topic, such as examples or reasons B38</p> <p>Uses methods of development suitable for a particular purpose and audience</p> <p>Demonstrates the ability to organize thoughts coherently B39</p> <p>Composes a suitable ending B40</p> <p>Writes a conclusion which follows the train of thought established</p>		

* Letters and numbers following a skill statement relate to the section(s) of the *Program of Studies/ Curriculum Guide* (pp. 53-78) in which the skill and related concept and attitudes are addressed.

ENGLISH 16	ENGLISH 26	ENGLISH 36
WRITING (cont'd)		
CONCEPT – <i>Effective revision involves careful evaluation of ideas and a further shaping of the composition.</i>		
SKILLS		
Reviews assignments and compositions carefully to assure that all instructions have been followed B41		
Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed B42		
Identifies those ideas that have not been adequately developed, and improves the expression of those thoughts		
Revises word choice and sentence structure in terms of their appropriateness to the subject, purpose and audience B43		
Proofreads for errors in grammar, usage, punctuation and spelling B44		
Examines composition for faulty mechanics, unity and coherence		
Examines composition for faulty mechanics, unity, coherence, emphasis and proportion		
Produces a revised version, carefully proofread, with a suitable title B45		
Produces a revised version, carefully proofread, with a suitable title, footnotes and bibliography where appropriate		
Applies evaluation strategies when appraising performance of self and others when revising, writing and speaking B46		
Recognizes the role of modern technology, such as computers and word processors in the writing process B47		
CONCEPT – <i>A writer's ideas and experiences can be presented through various modes of discourse.</i>		
SKILLS		
Uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing B48		
Shares thoughts or feelings with other people through shaped and polished writing B49		
Uses clear, functional prose when conveying information and giving instructions B50		
Uses clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view		
CONCEPT – <i>The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.</i>		
SKILLS		
Writes social letters in language appropriate to the purpose and audience B51, D15		
Writes clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone		
Completes a variety of forms B52, D16		
Produces a complete and useful résumé		
Prepares a résumé and covering letter for specific application		
Writes a concise, factual short report in response to a specific assignment or on a subject of special interest B53		
Writes a clear, well-organized report on a topic that requires some investigation		
Writes for a specific purpose and audience an acceptable report which includes appropriate material located through research		

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING		
CONCEPT – <i>Reading, viewing and listening are processes that demand active involvement of the individual.</i>		
SKILLS Responds with increasing sensitivity, thoughtfulness, articulation, and self-reliance to the material to which he or she reads, views and listens A1 Understands that the study of literature and print/non-print media involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation A2, C3 Expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking A3, C4		
CONCEPT – <i>The study of literature can fulfil a variety of goals for the individual.</i>		
SKILLS Understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others A4		
CONCEPT – <i>Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination.</i>		
SKILLS Reads literature for the enjoyment and stimulation of imagination it provides A5 <div style="display: flex; justify-content: space-between;"> <div>Reads literature for enjoyment and understanding of its content and emotional appeal</div> <div>Reads literature for enjoyment, understanding and appreciation</div> </div>		
CONCEPT – <i>Human experiences and values can be explored through literature.</i>		
SKILLS Describes the major physical characteristics and personality traits of characters in literature and media and relates these to real life experiences A6 <div style="display: flex; justify-content: space-between;"> <div>Expands experiences vicariously A7</div> <div> Discovers and discusses the motives of a character's actions Examines values expressed through literature/media </div> <div> Infers and evaluates the motivation for a character's behaviour </div> </div>		

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (cont'd)		
<p>Becomes aware of some of the variety, origins, conflicts and trends in human values</p> <p>Relates literary/media experience to personal experience A8</p> <p>Relates personal and societal values to values expressed through literature/media</p> <p>Appraises the values expressed in a literary selection</p> <p>Uses critical and creative thinking skills to determine alternative solutions to problem situations portrayed in the literature and media A9</p>		
<p>CONCEPT – <i>Understanding and appreciating a literary selection depends on recognizing and understanding the general characteristics of literary forms and the relationship of form, idea and purpose</i></p>		
SKILLS		
Identifies the subject A10	Identifies the subject and purpose Identifies the theme(s)	Assesses the validity of the theme in relation to life in general and in relation to his or her own experience
Summarizes the content A11	Retells or summarizes the content and identifies the basic organization the author has used Distinguishes between major and minor events or ideas, and identifies the influences of the setting on character and action Distinguishes among the various forms of literature, such as prose, poetry, drama	Considers how the impact of a work is affected by its organization such as a cliffhanger ending Compares and contrasts presentation of ideas in two or more literary forms Generalizes about the effect of form in literary selections read Identifies the point of view of a literary selection Recognizes the mood and tone of a literary selection

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (cont'd)		
CONCEPT – <i>Locating, selecting and evaluating written, visual and verbal materials required to fulfil one's purpose, are important life skills.</i>		
SKILLS		
Identifies purpose for reading, listening and viewing, and extracts information based on that purpose <i>B17</i>	Identifies purpose for reading and selects appropriate information	Identifies purpose for reading, and selects and synthesizes relevant ideas
Locates information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods <i>B18</i>	Gains information from special interest books and periodicals, encyclopedias and other reference books	Uses technical publications, trade journals, advanced instruction books and other reference material
Obtains occupational information <i>D17</i>	Arranges information for use in achieving purpose	Assesses and evaluates information in terms of projected use
CONCEPT – <i>An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.</i>		
SKILLS		
Increases both reading rate and comprehension through the application of good reading techniques, such as reading in larger units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for speed <i>B19, D9</i>		
Expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, re-reading, seeking assistance <i>B20</i>		
Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and the complexity of the material <i>B21, D10</i>		
Uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g. when locating key words in order to follow instructions <i>B22, D11</i>		
Demonstrates increased ability to skim and scan for required information		
Recognizes that reading complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used <i>B23</i>		
		Identifies and uses appropriate methods of reading for studying and other purposes

ENGLISH 16	ENGLISH 26	ENGLISH 36
VIEWING		
CONCEPT – <i>Appreciation and understanding of print and non-print messages require an understanding of purpose.</i>		
SKILLS		
Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information C1, D1		
Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions C2, D2		
Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed D3		
Identifies the level at which a visual image communicates, and discusses its relation to the basic purpose for which the image was produced		
CONCEPT – <i>Elements in and structure of the image strongly influence the total effect of the communication.</i>		
SKILLS		
Understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer C5		
Relates the elements of the image to the purpose and message of the image		
Understands that manipulative devices are used to persuade the viewer, especially in advertising		
Recognizes how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences C6		
Recognizes and discusses the effects on the viewer of idealization and distortion in media productions C7		
Appreciates effects of editing, such as biasing content and enhancing mood or theme		
Recognizes, interprets and evaluates the effects on the viewer of idealization and distortion in media production		
CONCEPT – <i>Many "visual communications" are really audio-visual messages which use sound and image together to communicate a message.</i>		
SKILLS		
Recognizes the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content which is supplemented by the visual message, or to soothe, irritate or distract the viewer C8		
Discusses the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines (especially advertising and cartoons)		

ENGLISH 16	ENGLISH 26	ENGLISH 36
VIEWING (cont'd)		
Discusses combined visual effects, sound effects, and language in a mixed-media presentation, television production or film		
CONCEPT – <i>The viewer, listener and reader must evaluate the apparent reality created in media products.</i>		
SKILLS Discusses emotions, facts and opinions expressed visually and relates these to real life experiences A12 Analyzes propaganda and advertising techniques used in viewing messages Discusses emotions, facts and opinions, and techniques used to express them in print and non-print materials C9 Evaluates the aura of reality created in visual messages, especially propaganda Recognizes the difference between fact and fantasy in media portrayals of everyday life A13, C10		
CONCEPT – <i>Visual communication is similar in many ways to verbal forms of communication.</i>		
SKILLS Discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature C11 Recognizes that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace Discusses the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer		

ENGLISH 16	ENGLISH 26	ENGLISH 36
LISTENING		
CONCEPT – <i>Listening is an active, not a passive process.</i>		
SKILLS Recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information A14, B24, D4 Identifies and considers the factors that interfere with effective listening, and attempts to overcome interferences created by the environment, the speaker and the listener Observes the courtesies of a good listener A15, B25, D5		
CONCEPT – <i>Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.</i>		
SKILLS Recognizes and recalls the central and supporting ideas in an oral presentation B28, D6 Identifies the speaker's purpose B29, D7 Recognizes the speaker's attitude, tone and bias Distinguishes between emotional appeal and reasoned argument Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expression A16, B30, D8		
CONCEPT – <i>Listening to obtain information involves attentive, open-minded reception of the message presented.</i>		
SKILLS Recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques B26 Identifies the purpose for listening, reading and viewing, and extracts information based on that purpose B27 Uses effective listening techniques, such as mentally reviewing major points of the message Listens actively for the speaker's theme, main ideas and supporting details, and organizes and reviews these in his/her mind when listening Seeks clarification of information not understood, or expansion of ideas superficially developed		

ENGLISH 16	ENGLISH 26	ENGLISH 36
LISTENING (cont'd)		
CONCEPT – <i>Critical listening, viewing and reading involves an assessment of the validity of the message presented.</i>		
SKILLS Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side <i>B16, C12</i>		
Identifies basic persuasive techniques such as glamorous generalities, flattery, appeals to fear, or prejudice		
Detects fallacies in the speaker's argument such as hasty generalizations or false analogies		
Identifies the functions and intentions of the speaker and differentiates between the content of the address and the performance of the speaker		
Analyzes a variety of presentations to identify the persuasive techniques used		
Assesses both the performance of the speaker and the content of the address		
Evaluates the source of information		

ENGLISH 16	ENGLISH 26	ENGLISH 36
SPEAKING		
CONCEPT – <i>The ability to speak easily, clearly and effectively is an essential communication skill.</i>		
SKILLS Clarifies and extends thinking by expressing thoughts orally A17, B8 Expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing A18, B9 Displays an increase in self-confidence during discussion situations A19, B10 Increases personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory Displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely B11 Effectively uses voice production factors, such as volume and emphasis, and non-verbal factors, such as gestures and eye contact, to communicate meaning, mood and interest E12		
CONCEPT – <i>The ability to function effectively in a group includes using talking to advance the purposes of the group and respecting group etiquette.</i>		
SKILLS Makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion B13 Discusses factors that impair group discussion, such as individuals focussing on personal needs, and becomes familiar with the role of group leader B14 Demonstrates increased facility in functioning both as a group member and a group leader Summarizes the main points and conclusions B15		

ENGLISH 16	ENGLISH 26	ENGLISH 36
SPEAKING (cont'd)		
CONCEPT – <i>Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.</i>		
SKILLS		
Expresses thoughts and feelings, explores ideas, and seeks information through talk appropriate to the purpose, audience and setting <i>B1</i>		
Uses questions to clarify and expand understanding, and monitors personal questioning strategies <i>B2, D12</i>		
Listens carefully to questions to capture meanings; identifies the purpose of the question and responds accordingly <i>B3</i>		
Develops competence in presenting information orally, such as explaining and giving instructions <i>B4, D13</i>	Characterizes persuasive speech and speaks persuasively in appropriate situations	Demonstrates increased facility with both explanatory and persuasive speaking in a variety of situations
Enhances some presentations using diagrams, charts, graphs and demonstrations <i>B5</i>		
Develops a topic adequately, arranges ideas in appropriate order, and finishes with a concluding statement		
Functions at informal social gatherings using techniques such as introducing people and starting conversations <i>B6</i>		Understands and observes the rules and procedures that govern a business meeting
Uses the strategies necessary to participate in an effective job interview <i>B7, D14</i>	Uses the procedures and courtesies common to an interview situation	Participates effectively in job interviews

THEME A: BETWEEN YOU AND ME

OVERVIEW

'Between You and Me' is designed as an introductory theme for English 16. Role models from literature and real life are used to illustrate to students that success is defined individually based on personal goals and achievements.

- PURPOSE:** The purpose of this initial thematic unit is to enable students to:
- establish procedures and develop a positive, cooperative, non-threatening classroom environment
 - enhance understanding of self and others through exploratory reading, writing and talking
 - reflect upon reading and writing interests
 - discover and evaluate personal goals
 - develop positive attitudes toward learning about oneself and others through literature and media.

Numerous print and non-print materials and related activities are suggested to help teachers and students gain insights into student strengths and weaknesses. This knowledge will assist teachers to organize for instruction accommodating student interests and needs. Teachers are encouraged to use a variety of resource materials to enhance language development, such as newspapers, magazines, word processing software, films, videotapes and audiotapes.

THEMATIC OBJECTIVES

The concepts, skills and attitudes addressed in this thematic unit will enhance student ability to:

- understand self and others, by realizing that life presents challenges for everyone
- understand that personal attitudes toward challenges may lead to growth, self-acceptance and control over one's life
- share feelings, ideas and thoughts, and listen to others.

'Between You and Me' is an extension of *English 16 Program of Studies/Curriculum Guide, A: Exploring Self and Others Through Literature and Media*. Teachers are encouraged to make concurrent use of this *Teacher Resource Manual*, the *Program of Studies/Curriculum Guide*, the basic student resource and numerous additional resources to develop the strands and related concepts, skills and attitudes.

STRANDS OF LANGUAGE

The following language strands and related concepts and skills are addressed within this thematic unit.

Reading

Concept: Reading, viewing and listening are processes that demand active involvement of the individual.

- responds with increasing sensitivity, thoughtfulness, articulation, and self-reliance to the material to which he or she reads, views and listens
- understands that the study of literature and print/non-print media involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others orally or in writing; and, where appropriate, a personal, social or critical evaluation
- expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking.

Concept: The study of literature can fulfil a variety of goals for the individual.

- understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others.

Concept: Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.

- reads literature for the enjoyment and stimulation of imagination it provides.

Concept: Human experience and values can be explored through literature.

- describes the major physical characteristics and personality traits of characters in literature and media and relates these to real life experiences
- expands experiences vicariously
- relates literary/media experiences to personal experience
- uses critical and creative thinking skills to determine alternative solutions to problem situations portrayed in the literature and media.

Concept: Understanding and appreciating a literary selection depends on recognizing and understanding the general characteristics of literary forms and the relationship of form, idea and purpose.

- identifies the subject
- summarizes the content.

Viewing

Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.

- discusses emotions, facts and opinions expressed visually and relates these to real life experiences
- recognizes the difference between fact and fantasy in media portrayals of everyday life.

Listening

Concept: Listening is an active, not a passive process.

- recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
- observes the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.

- displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections and gestures.

Speaking

Concept: The ability to speak easily, clearly and effectively is an essential communication skill.

- realizes that one can clarify and extend thinking by expressing thoughts orally
- expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing
- displays an increase in self-confidence during discussion situations.

LEARNING RESOURCES

- Selections from the basic student resource, *Your Voice and Mine 1* are suggested to enhance the learning objectives.
- *English 16 Program of Studies/Curriculum Guide*, preamble and "A: Exploring Self and Others Through Literature and Media" provide suggestions about relating learning objectives to real life experiences, applications across the curriculum and community partnerships.

The learning resources listed below have been identified as potentially useful for English 16. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

Many of the audio-visual resources are available through learning resource libraries. Some print resources listed below are recommended for other high school English courses and may be obtained through the Learning Resources Distributing Centre (LRDC). (Refer to pp. 4-6.)

PRINT RESOURCES

Coady, Mary Francis. *Champion on Wheels: A Biography of Jocelyn Lovell*. Irwin Publishing, Toronto, Ontario, 1987.

Halverson, Marilyn. *Cowboys Don't Cry*. Irwin Publishing

Hansen, Rick, as told to Jim Taylor. *Rick Hansen: Man in Motion*. Douglas and McIntyre, 1987.

Hughes, Monica. *Hunter in the Dark*. Avon Books, 1982.

Severo, Richard. *Lisa H.* Penguin Paperback, 1986.

FILMS/VIDEOCASSETTES

The Best You Can Be. The Fifth Estate. Rick Hansen's Man in Motion Tour.

The Road Back. The Fifth Estate. Jocelyn Lovell's struggle to live as a quadriplegic after being a world class cyclist.

ELEMENTS OF A DAILY LESSON PLAN

1. Topic
2. Purpose or Main Idea
3. Lesson Objectives
 - a. Concepts
 - b. Skills
 - c. Attitudes
4. Learning Resources
5. Methodology
 - a. Opening Activities
 - b. Developmental Activities
 - c. Closing Activities
6. Assignment
7. Time
8. Evaluation

A daily lesson plan is similar in structure to a unit plan. Some unit plans may be in the form of plans for daily instruction. The daily lesson objectives explain the purpose of the lesson by stating what is to be accomplished. The methodology presents a step-by-step outline of the procedures the teacher will use to meet the objectives and how the learning resources are to be used. The assignment and evaluation have several purposes, such as to give students opportunities to apply the concepts, skills and attitudes, to allow the teacher to give individual help and to provide opportunities for the teacher and student to assess what has been learned.

Inform students of the purpose of every lesson by writing the purpose or objectives on the chalkboard.

The amount of information in a daily lesson plan and time frame will vary according to the activities planned.

EXAMPLE:

DAILY LESSON PLAN

Topic:

Purpose/Main Idea:

Date:

Lesson Objectives	Learning Resources/Materials	Methodology Strategies/Activities	Time (Minutes)
Concept:		Opener:	5-10 minutes
Skills:		Development:	20-50 minutes
Attitudes:		Closure:	5-10 minutes

Evaluation: 5 min. + (Evaluation time will vary according to assessment method used.)

SUGGESTED ACTIVITIES

Many of the activities involve reading selections with/to students. Teachers are encouraged to include student oral reading as a classroom activity when:

- students have had an opportunity to prepare for oral reading
- students volunteer to read orally.

Teachers are encouraged to avoid 'round robin' oral reading. Random selection of unprepared students may result in unnecessary stress for students who have difficulty reading orally. Teachers may find the following useful: *Program of Studies/Curriculum Guide*, "Interpersonal Skills and the Social Sphere" (pp. 12 and 13) and "Teaching the Strands of Language" (pp. 26 and 27).

1. Provide opportunities for students to become comfortable in the environment and familiar with the teacher and classmates through activities that promote success, active involvement and interaction. A combination of individual, partner, small group and whole class activities may be included. (Refer to Process, "Cooperative Learning", Speaking, "Instruction In and About Small Group Discussions", "Discussion Gambits", and Listening, "Listening Skills", "Guidelines for Listening".)
 - a. Provide opportunities for students to organize their notebooks into sections, such as notes, assignment/homework schedule, vocabulary, journal, tests and review, etc.
 - b. Distribute folders or appropriate paper to enable students to begin an English Language Arts folder/portfolio. Students will contribute assignments, tests, news articles, maps, etc. throughout the year. Arrange a specific shelf or file cabinet drawer for folder storage. (See Process, "Student Evaluation Record" and "The Writing Folder", *Your Voice and Mine 1*, pp. 180-184.)
 - c. Have students apply problem-solving/decision-making strategies to organize the classroom, determine bulletin board topics and organize displays; e.g., sections of the bulletin board for posters, student original work; a media resource centre. (See Process, "Inquiry Models" and "A Problem-Solving/Decision-Making Framework for I.O.P".)
 - d. Provide opportunities for students to become familiar with classmates through discussion. Have students select and discuss topics of interest from media sources, or involve themselves in school/community events.
 - Organize students into groups of three or four members using a variety of methods throughout the year, such as:
 - allowing students to group themselves
 - counting students and having students with the same number form a group
 - selecting names randomly from a class list
 - having students answer appropriate questions and organizing students according to the results of a sociogram. (See Resource 1: Sociograms.)
 - Provide opportunities for students to self-evaluate performance in group discussions. (See Listening, "Listening Response Sheet" and "Checklist for Self-Evaluation in Group Discussions".)
 - e. Organize students into pairs and provide opportunity for students to interview and introduce their partner to classmates.
 - f. Refer to Writing, "RAFTS" and have students in small groups complete a brief humorous/outrageous writing activity to share orally with classmates. (See "Readaloud", *Your Voice and Mine 1*, p. 174.)

- g. Organize and have students complete a library scavenger hunt (see Writing, "Library Scavenger Hunt") to become familiar with the library and the library personnel early in the year.
2. Inform students that one purpose of this thematic unit is to learn more about themselves and that this will be accomplished, in part, by relating to each other, their families and characters and events in literature and media.
 - a. Provide opportunities for students to write a paragraph or make a list describing themselves. Have students place their description in their portfolio for future reference and/or expansion.
 - b. Have students make a list of short-term and long-term personal goals. Encourage students to add the list to their portfolios and evaluate their goals throughout the year.
 - Provide opportunities for students to organize their goals into categories, such as:
 - personal goals
 - interpersonal development goals
 - friends
 - family
 - community
 - workplace
 - educational goals
 - studying goals.
3. Refer to Reading, "Reading Process", select and use pre-reading, active reading and post-reading activities in keeping with the lesson objectives, selections and abilities of students.

Enhance student ability to increase comprehension while reading, viewing and listening through the use of a variety of activities and strategies. Introduce and have students apply strategies before, during or following activities throughout the term.

e.g., Writing, "Peer Response Sheet"

Reading, "Reading Survey"

"An Active Approach to Word Learning"

"Making a Crossword Puzzle or a Word Find"

"Reading Rates"

"Context Clues"

"Using a Cloze Procedure"

"Semantic Webs and Maps"

"QAR Strategies"

"RAP: Paraphrasing Strategy"

"Predicting, Summarizing and Writing Using Story Charts"

Viewing, "A Variety of Viewing Activities"

"Non-Verbal Cues"

Listening, "Listening Skills"

"Listening Chart"

"Guidelines for Listening"

"Listening Response Sheet"

"Listening Survey".

- a. Read with/to students "Careful, or You Might Get Scratched", *Your Voice and Mine 1*, pp. 46-57. Provide opportunities for students to explore the characters and events in the story by:
 - summarizing the behaviour of the characters
 - summarizing the physical characteristics of the characters
 - relating the behaviour of the characters to real life experiences

- discussing the feelings of the characters throughout the events of the story and relating these feelings to real life experiences. (See Speaking, "Instructions In and About Small Group Discussions".)
- b. Use a variety of questions, such as the following to initiate thought and discussion about the feelings of the characters:
- How did Crystal feel when she heard the women talking about her? How may you have felt?
 - How did Avery feel when Crystal got angry at him when he criticized Bryan? How may you have felt?
 - How did Bryan and Avery feel at the end of the story? How may you have felt?
- (See Speaking, "Developing Questions" and "Forming Questioning Chains".)
- c. Have students brainstorm words or phrases that describe Crystal, Bryan and Avery and complete a chart listing the descriptors.

CRYSTAL	BRYAN	AVERY
short, blond	tall, dark	small
hard worker	big eyes	thick hair
nice	selfish	hard worker
pleasant	spoiled	liked animals

- Have students distinguish on the chart physical, behavioural and emotional characteristics using symbols.
 - Provide time for students in small groups to select one character to describe and find evidence in the story to support the list of descriptors.
 - Have students write a paragraph describing one of the three main characters with supporting details from the story. (See Writing, "The Writing Process", "Computers and the Writing Process" and "A Sequence of Writing Assignments".)
 - Provide opportunities for students to peer or self-edit written work. (See Writing, "A Checklist for Assessing Writing", "Peer Response Sheet" and Speaking, "Peer Feedback".)
- d. Have students role play a television talk show host, a journalist or a news broadcaster, select a character from the story to interview, and develop a set of questions designed to learn more about the character. Encourage students to use a variety of questions. (See Speaking, "Forming Questioning Chains" and "Developing Questions".)
- Provide opportunities for students to role play scenarios using the interview questions and the assistance of classmates who will act as characters from the story.
 - Have students write paragraphs about the character they interviewed and share these with classmates by reading them or posting their edited and polished paragraphs on the bulletin board. (See Writing.)
- e. Provide opportunities for students to share through small group or whole class discussion, personal experiences similar to those in the story. (See Classroom Environments: Emotional and Physical Safety, pp. 8 and 9.)
- f. Crystal was a waitress, Bryan was attending university to become a lawyer and Avery managed a restaurant. Have students explore through discussion which of the characters were happy, successful, tolerant, understanding, etc.
- Have students define "success" or "happiness" in a journal entry or in a paragraph to be included in their writing portfolio. (See Writing, "Journal Writing".) Students may modify and expand their definitions throughout the year.

4. a. Read with students the play, "A Special Gift", *Your Voice and Mine 1*, pp. 29-38. Provide opportunities for students to examine the decision-making strategies used by the main character to come to his final decision. (See Process, "A Problem-Solving/Decision-Making Framework for I.O.P." and "Critical/Creative Thinking and Inquiry Strategies".)
 - b. Have students explore the goals that the main character's father and friends had for him.
 - c. Provide opportunities for students to generate questions and answers about the characters and events in the story. (See Speaking, "Developing Questions", "Forming Questioning Chains".) Questions may include:
 - How would Peter feel if he changed his goal as a result of the influence of family members and friends?
 - Do you think it is fair for people to set goals for others?
 - d. Provide opportunities for students to identify and list personal goals. Encourage students to share with classmates selected goals only if they are comfortable with disclosure. Have students include their goals list in their portfolios.
 - Have students distinguish long-term from short-term goals, and use critical and creative thinking skills to develop strategies designed to assist them to achieve their goals. (See Process, "Critical/Creative Thinking".)
 - e. Have students complete a Locus of Control questionnaire (see Process, "External vs. Internal Locus of Control"). Use the results to initiate student thinking about controlling one's behaviour and future. (Conference with the Social Studies 16 teacher to avoid activity duplication.)
5. a. Read "Mask", *Your Voice and Mine 1*, p. 58 orally while students follow in the book. Provide opportunity for students to paraphrase the poem or write phrases describing feelings or images generated while listening to the poem.
 - b. Provide opportunities for students to write about a time when they 'masked their feelings'. (See Writing, "A Sequence of Writing Assignments" and "The Writing Process".) The following may help guide students in this writing task:
 - What did you do? How did you hide?
 - When did you do this?
 - Who else was involved?
 - Why did you cover your true feelings?
 - Would you hide your true feelings again? If so, under what circumstances? If not, explain why.
 - c. Have students recall a friend or family member who may hide his or her true feelings behind a mask. Develop a set of questions designed to assist students to express their feelings (see Speaking, "Developing Questions").
 - Have students write a letter to a friend or family member who has covered up his/her feelings. Students may describe their observations, offer comfort and/or suggest alternative behaviours.
6. a. Have students read the poem "Circle", *Your Voice and Mine 1*, p. 60. Assist students to determine the significance of the title by relating the title to the feelings expressed in the poem.
 - b. Provide opportunities for students to share similar personal experiences through talk and writing.

- c. Have students organize themselves into pairs or small groups. Distribute poetry collections or read aloud poetry selections. Have students select a poem to practise and read to classmates.
 - Provide opportunities for students to read the selected poem into a cassette recorder, add sound effects and play back to classmates.
 - d. Obtain recordings of poetry (e.g., "The Highwayman", "Rhyme of the Ancient Mariner"), distribute the poem in printed form and have students read silently while listening to the recording.
 - e. Refer to Writing, "Writing Poetry" and complete various activities to enhance student enjoyment of poetry.
7. Provide opportunities for students to write Cinquains based on feelings expressed and experiences shared during activities associated with selections from the student resource. (See Writing, "Writing Poetry".) Use the following steps to assist students to write a five-line Cinquain.
- Have students write the numbers 1 to 5 on the left-hand side of a piece of paper and write on each line as follows:
 - line 1: select a one-word topic; e.g., a sport, person, animal
 - line 2: write two words that describe the topic
 - line 3: write three action words that relate to the topic
 - line 4: write four words that express feelings that relate to the topic
 - line 5: write a synonym for the topic

e.g.,	1	Cats	Hockey
	2	sleek, quick	winter, sport
	3	dash, leap, attack	fast, skate, fight
	4	love, enjoy, dislike, fear	excitement, fascination, enjoyment, loyalty
	5	Jaguar	Messier

- 8. a. Select and view a film or videotape (e.g., *Cowboys Don't Cry*) that will enhance students' exploration of themselves and others. Provide opportunities for students to identify the feelings and emotions experienced/expressed by the characters in the visual presentation and relate these to personal experiences.
 - b. Have students identify and outline the decision-making/problem-solving strategies used by the characters to resolve the main issue in the selection. (See Process, "A Problem-Solving/Decision-Making Framework for I.O.P.", "Critical/Creative Thinking and Inquiry Strategies".)
 - c. Have students use critical/creative thinking skills to develop alternative decision-making/problem-solving strategies and examine possible outcomes of these alternative strategies. Encourage students to relate the strategies to previous, personal experiences. (See Process, "Teaching a Thinking Strategy", "Critical/Creative Thinking Strategies" and "Critical/Creative Thinking and Inquiry Strategies".)
9. a. Read with/to students "On the Sidewalk Bleeding", *Your Voice and Mine 1*, pp. 62-70. Use this selection to encourage students to explore the effects of loyalty and friendship on one's behaviour.

Note: This selection is about a young man's final thoughts on friendship and loyalty while he is bleeding to death after being stabbed. If this selection is used, teachers are encouraged to prepare for emotional disclosures (see Classroom Environments: Emotional and Physical Safety, pp. 8 and 9).

- b. Refer to "Close Up" and "Wide Angle" activities following the story (p. 71) and select appropriate activities in keeping with student interests and abilities.
 - c. Encourage students to develop a set of questions to ask the boy, the girl and/or the leader of the gang. Provide opportunities for students to role play interview situations.
 - d. Have students write letters to/from the following characters:
 - the boy to his girlfriend/parents
 - the girl to a gang member. (See Writing, "RAFTS".)
10. a. Have students read "What About Friendships?" and the "Peanuts" cartoon, *Your Voice and Mine 1*, pp. 72 and 73 and discuss the importance of friends.
- b. Have students organize themselves into small groups and brainstorm additional hints to help one develop friendships. Provide opportunities for students to design posters or collages relating to the list of hints, characteristics of a friend and/or personal opinions about what one may look for in a friend.
 - c. Have students locate cartoons that relate to friendship and contribute these to a bulletin board display focussing on friendship.
 - d. Provide opportunities for students to draw their own cartoons individually or in pairs and post these on a bulletin board. (See Reading, "Using Comic Books and Cartoons in the Classroom".)
 - e. Have students write an entry in their journal in which they list personal "friendship" goals. Encourage students to use a stem such as "I can be a better friend by . . ." (See Writing, "Journal Writing".)
11. a. An individual's self-perception and goals are often influenced by family members and events. Use the following selections from *Your Voice and Mine 1* to initiate activities relating to self-discovery through the exploration of family.
 - "From Mother with Love", pp. 85-89
 - "The Twins", p. 91
 - "Sister", p. 93.
- b. "Regine", p. 94, is a song written by Sylvia Tyson. Obtain a recording and have students listen to the song and determine meaning through discussion.
 - c. The selections listed above relate to personal identity. Provide opportunities for students to discover themselves by thinking about "who am I?"
 - Have students use Resources 2 and 3 to enhance self-discovery and problem-solving strategies.
 - Encourage students to write a paragraph about themselves and compare this with the list of descriptors in their English portfolio from an activity completed earlier.
12. Have students write a short anecdote about a memorable time in their lives (see Writing, "A Sequence of Writing Assignments: A Memorable Time"). Have students edit and hand in a polished copy for evaluation purposes. (See Writing, "A Checklist for Assessing Writing".)

13. a. Read with/to students "What a Boy Wants", *Your Voice and Mine* 1, pp. 232-242 and use questions, such as the following to discuss the story:
 - Does a 'winner' always need to be recognized?
 - Do all 'winners' find that success comes easily?
- b. Use the following to initiate/enhance activities relating to success, heroes, winning and hard work:
 - "Gretzky", pp. 244-250
 - "Bobbie Rosenfeld", p. 252
 - "Ethel Cutherwood", p. 253
 - "Sylvia Bernie", p. 255
 - "Elastic Girl", p. 256
 - "I Love All Gravity Defiers", p. 258.
- c. Provide opportunities for students to select a person whom they admire and write a brief biographical report. (See Writing, "A Biographical Report".)
14. a. Provide opportunities for students to listen to the lyrics of songs that focus on success, happiness, self-concept, etc., such as "The Greatest Love of All" (recorded by Whitney Houston). Have students discuss the message in the song and write a related journal entry.
- b. Provide opportunities for students to brainstorm personal meanings of success. Have students write a paragraph relating to their personal definition of success.
15. a. Achieving success often suggests hard work on the part of the individual to confront, overcome and/or accept a difficulty. Brainstorm with the class, ways of solving problems, and discuss the appropriateness of the strategies they offer.
 - Develop a model with students for problem solving. (See Process, "Critical/Creative Thinking and Inquiry Strategies".) Assist students to develop verbal rehearsal strategies to assist in providing focus when confronted with a problem:
 - e.g., - What is my problem?
 - What is my plan?
 - Am I following my plan?
 - de Bono (see Process, "de Bono's Tools for Teaching Thinking: CoRT") suggests a variety of tools for teaching thinking skills. Introduce appropriate tools in the problem-solving process and provide opportunities for students to apply these strategies.
 - e.g., Rick Hansen's Man in Motion Tour.

PMI	PLUS	MINUS	INTERESTING
	<ul style="list-style-type: none"> ● raising public awareness about the disabled ● raising money for research 	<ul style="list-style-type: none"> ● physically demanding ● locating sponsors 	<ul style="list-style-type: none"> ● meeting new people ● visiting new places

CAF Consider All Factors

What if:

- his support team finds living so closely together too demanding?
- he has trouble crossing international borders?
- he falls behind schedule?
- he needs to replace or repair his equipment?
- the weather is completely disagreeable?

16. Use the following selections from *Your Voice and Mine 1* to initiate discussion and activities relating to aging, setting and achieving goals, success and personal and societal responsibilities for older individuals. (See Process, "Critical/Creative Thinking and Inquiry Strategies".)
 - "Dr. Heidegger's Experiment", pp. 118-124
 - "Tommy Weston", p. 126
 - "The Secluded Lot", pp. 128, 134
 - "An Old Man's Lark", p. 135
 - "Old Woman", p. 136.
 - a. Encourage students to survey or interview parents/guardians, community members, grandparents, etc., to determine:
 - whether they identified and achieved their short- and long-range goals
 - what these goals were
 - whether they altered their goals and reasons why
 - how they define success.
 - b. Have students compare their list of goals (from an earlier activity, in their folders) with the goals of peers, parents/guardians, community members, grandparents, etc.
 - c. Provide opportunities for students to predict whether their goals will/will not change as they age, whether their definition of success may change, what the changes may include and what/who may influence the changes.
17. Use the following from *Your Voice and Mine 1* and additional resources to relate success to one's definition of a "hero", or person to be greatly admired. (Conferencing with the Social Studies 16 teacher may be useful to determine additional historical and political "heroes".)
 - "Crowfoot", pp. 140-148
 - "Nellie McClung", pp. 150-151
 - "Martha Louise Black", pp. 153-155
 - "The Welcomin'", pp. 157-161
 - "Terry Fox", pp. 163-169.
 - a. Have students list the names of people they admire and reasons for the admiration. Provide opportunities for students to compare their lists with classmates, through small group or whole class discussion.
 - b. Have students use "The Welcomin'" and a non-fiction selection (e.g., "Terry Fox") to examine differences and similarities between the two genres.
 - c. Provide opportunities for students to write a brief opinion report or biography about a person they admire. (See Writing, "A Sequence of Writing Assignments: An Opinion Report", "The Writing Process", "Computers in the Writing Process".)
18.
 - a. Consider a novel or biographical study appropriate to this theme and the interests and abilities of students. Works by Alberta authors Monica Hughes and Marilyn Halvorson may be suitable. Invite authors to come to your class to talk about their writing.
 - b. Select a novel/biography that has been reproduced in video or film format. Use a combination of reading and viewing activities to complete the selection. (See Viewing and Listening for related activities and background information. Viewing and Listening skills are developed further in Theme C: Media Madness.)

19. Provide opportunities for students to develop creative thinking skills through writing and speaking activities. (See Process, "Critical/Creative Thinking Strategies".)
- a. Use "Predicting, Summarizing and Writing Using Story Charts" (Reading) or "RAFTS" (Writing) and have students create narratives about topics generated throughout this thematic unit.
 - b. Provide opportunities for students to organize for writing and speaking using a variety of strategies:
 - e.g., Writing, "Organizing for Writing"
 - Reading, "Vocabulary for Organizing, Speaking and Writing"
 - "Semantic Webs and Maps".
 - c. Have students self- and peer edit using a variety of strategies:
 - e.g., Writing, "A Checklist for Assessing Writing"
 - "Peer Response Sheet"
 - Speaking, "Sample Speech Evaluation Guide"
 - "A Guide for Evaluating Speaking".

INTEGRATION ACROSS THE CURRICULUM

SOCIAL STUDIES

- Have students identify community agencies or organizations that assist people to overcome difficulties and achieve success, such as Social Services, Victims of Violence, foster/group homes.
- Provide opportunities for students to relate decision-making/problem-solving strategies applied in this thematic unit to similar strategies used by municipal, provincial and federal levels of government.

SCIENCE

- Have students relate problem-solving/decision-making strategies applied in this thematic unit to strategies used in the science class.

OCCUPATIONAL COURSES

- Encourage students to survey co-workers at the work site about circumstances they may have overcome in order to gain and keep employment.
- Have students obtain definitions of success from co-workers, supervisors and employers to share with classmates.

COMMUNITY PARTNERSHIPS

- Have students identify people within the community who have overcome or accepted a disability or difficult situation and who continue to contribute to society. Invite these individuals to class to discuss their situations.
- Encourage students to locate organizations and agencies within the community that enhance one's ability to lead satisfying lives through volunteerism:
 - e.g., Crimestoppers
 - Neighbourhood Watch
 - Block Parents
 - Church/youth groups
 - Hospital volunteers.
- Have students identify community organizations or agencies that focus on assisting individuals to achieve personal goals:
 - e.g., Alberta Career Centres
 - Private employment agencies
 - Public health clinics
 - Family and community support services
 - Community recreation centres.

Resource 1

SOCIOGRAMS

Purpose: To gather information about students to assist when organizing students for group activities.

Teachers may allow students to select members for group activities or teachers may organize students according to the objectives/nature of the activity and/or the students.

Teachers may wish to organize students themselves for the following reasons:

- to include students who are not readily accepted by others
- to combine strong students with weaker students
- to enhance interaction among class social groups
- to place disruptive students with less disruptive students
- to combine students to facilitate leadership development.

Students may vary their selections of group members, depending upon the nature of the activity.

- Students will often select their more capable classmates if the activity is demanding and/or required for evaluation purposes.
- Students will often select their friends, or people with whom they wish to be friends if the activity is less demanding and/or not required for evaluation purposes.

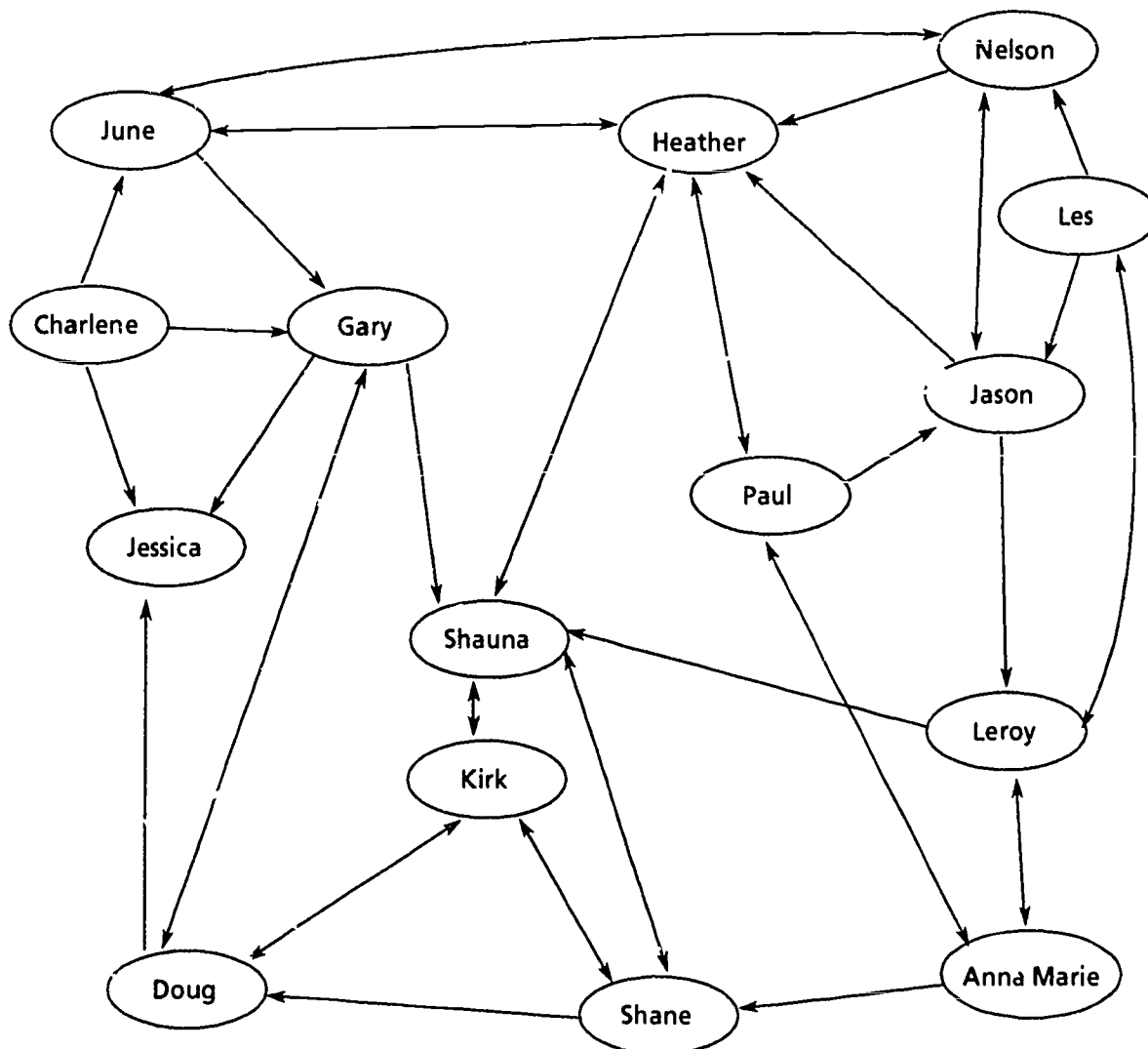
Teachers are encouraged to complete sociograms on several occasions throughout the year in order to examine classroom dynamics and reorganize groups when appropriate.

Two types of sociograms are useful to teachers and may be completed by asking students the following questions and having students select classmates in response to each question.

1. Who would you like to work with?
2. Who would you like to work with when completing a task that requires extensive work and/or which will be evaluated?

Ask the first question listed above and have students name three or four students. One week or more later, ask the second question and have students name three or four students.

The following diagram illustrates a sociogram in which each student selected three classmates. Arrows indicate the direction of the selection (i.e., June → Gary indicates that June wants to work with Gary). A double arrow indicates that both students selected each other (i.e., June ↔ Gary indicates that June wants to work with Gary, and Gary wants to work with June).



Observations

- Charlene is an isolate; i.e., no one selected her. It would be important to place Charlene in a group with one or two of the most receptive people she selected (Jessica, Gary or June).
- Shauna, Kirk and Shane selected each other indicating a close bond. This bond could be a positive or negative force during group activities.
- Five people selected Shauna and Heather which may indicate that these students are leaders, popular, academically strong, etc.
- Anna Marie has selected all boys which may or may not result in problems.
- Jessica did not take part in the activity and should be provided with the opportunity to select classmates.

Resource 2

"I FEEL" STATEMENTS

Purpose: To enhance students' ability to express themselves clearly and positively.

Individuals may become angry and resentful, and take anger out on others or oneself. A more appropriate method of dealing with anger and frustration is by expressing feelings directly to the person/people involved using "I feel..." statements.

e.g., Your best friend interrupts constantly when you are talking.
You let your anger build, and you shout, "You jerk, stop being so rude."

Using an "I feel..." statement, your response may be, "When you interrupted me, I felt hurt because I had something important to say and you were not listening."

"I FEEL..." STATEMENT FORMULA

- State the problem behaviour: "When you..."
- Express your feelings: "I feel..."
- State a reason for your feelings: "Because..."

Brainstorm problem situations you and your classmates have experienced. Develop and be prepared to share "I feel..." statements for each.

Situations

A.
B.
C.
D.
E.

"I feel..." statements

State problem behaviour:	_____
Express feelings:	_____
State a reason:	_____
State problem behaviour:	_____
Express feelings:	_____
State a reason:	_____
State problem behaviour:	_____
Express feelings:	_____
State a reason:	_____
State problem behaviour:	_____
Express feelings:	_____
State a reason:	_____

Resource 3

DEALING WITH ANGER

Purpose: To develop strategies to deal with anger.

Instructions: List personal sources of anger and/or frustration and methods you have used in the past to deal with your feelings. If you can identify more appropriate strategies, list them.

Source of Anger/Frustration	Ways I have dealt with anger/frustration	More appropriate strategies

Anger is often an outcome of conflict situations. Read the following conflict resolution strategies and be prepared to provide appropriate examples of each.

COMPETITION – Forcing the issue, arguing the issue, pulling rank.

COLLABORATION – Assertive problem solving; confronting disagreements, exchanging and/or accepting ideas.

COMPROMISE – Exchanging ideas, making concessions, bargaining.

AVOIDANCE – Ignoring others, passing the buck, delaying action, waiting for problem to solve itself.

ACCOMMODATION – Conceding position, taking pity.

Discuss dealing with anger and conflict situations with your peers and/or family members and list techniques you may use in future situations.

THEME B: BESIDE AND BEYOND

OVERVIEW

'Beside and Beyond' provides opportunities for students to communicate with others at informal and formal levels. Students will gather, organize and convey information, and express ideas and feelings. Topics will relate to students' immediate and distant communities, and roles of these environments in influencing personal behaviour, self-concept, feelings, thoughts and ideas. Teachers are encouraged to use a variety of print and non-print media to enhance student awareness of communities beside and beyond their own.

PURPOSE: The purpose of this thematic unit is to enable students to:

- develop interpersonal communication skills
- gather, organize and report information
- express ideas and feelings through talking and writing
- recognize the influence that individuals have on their environment and the environment has on individuals
- develop studying skills and strategies.

THEMATIC OBJECTIVES

The language strands and related concepts, skills and attitudes addressed in this thematic unit will enhance student ability to:

- gather information using a variety of methods and sources
- apply questioning strategies to generate, clarify and extend understanding, ideas and feelings
- organize information and ideas using a variety of strategies
- report information and express ideas using speaking and writing skills
- evaluate and adjust personal goals in keeping with information, ideas and feelings generated in this unit
- reinforce and evaluate study skills.

'Beside and Beyond' is an extension of the *English 16 Program of Studies/Curriculum Guide, B: Communicating With Others*. Teachers are encouraged to make concurrent use of this *Teacher Resource Manual*, the *Program of Studies/Curriculum Guide*, the basic student resource, and numerous additional resources, to develop the strands and related concepts, skills and attitudes.

STRANDS OF LANGUAGE

The following language strands and related concepts and skills are addressed within this thematic unit.

Reading

Concept: Locating, selecting and evaluating written, visual and verbal materials required to fulfil one's purpose, are important life skills.

- identifies purpose for reading listening and viewing, and extracts information based on that purpose
- locates information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods.

Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

- increases both reading rate and comprehension through the application of good reading techniques, such as reading in larger units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for speed
- expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meanings; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, re-reading, seeking assistance
- varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and the complexity of the material
- uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions
- recognizes that reading complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used.

Listening

Concept: Listening is an active, not a passive process.

- recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking; e.g., when listening to follow instructions, to gather information
- observes the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.

- recognizes and recalls the central and supporting ideas in an oral presentation
- identifies speaker's purpose
- displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections and gestures.

Concept: Listening to obtain information involves attentive, open-minded reception of the message presented.

- recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques
- identifies the purpose for listening, reading and viewing, and extracts information based on that purpose.

Concept: Critical listening, viewing and reading involves an assessment of the validity of the message presented.

- distinguishes between fact and opinion and used critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizes that an issue/problem may have more than one side.

Speaking

Concept: The ability to speak easily, clearly and effectively is an essential communication skill.

- realizes that one can clarify and extend thinking by expressing thoughts orally
- expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing
- displays an increase in self-confidence during discussion situations
- displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely
- uses voice production factors, such as volume and stress, and non-verbal factors, such as gestures and eye contact, to communicate meaning, mood and interest effectively.

Concept: The ability to function effectively in a group includes using talking to advance the purposes of the group and respecting group etiquette.

- makes a positive contribution to a small group discussion by contributing to the advancement of the ideas and thinking of the group and by observing the courtesies of group discussion
- discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader
- summarizes the main points and conclusions.

Concept: Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.

- expresses thoughts and feelings, explores ideas, and seeks information through talk that is appropriate for the purpose, audience and setting
- uses questions to clarify and expand understanding, and monitors personal questioning strategies
- listens carefully to questions to capture meanings, identifies the purpose of the question and responds accordingly
- develops competence in presenting information orally, such as explaining and giving instructions
- enhances some presentations using diagrams, charts, graphs and demonstrations
- functions at informal social gatherings, using techniques such as, introducing people and starting conversations
- uses the strategies necessary to participate in an effective job interview.

Writing

Concept: Appropriate prewriting strategies can assist a writer to discovering and expressing meaning.

- applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing
- uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing
- identifies purpose and audience and directs writing and speaking to that audience, and when reporting information through writing, speaking, demonstrating and presenting visually

- identifies a topic with some assistance from teacher suggestions and selects appropriate supporting material from ideas generated through prewriting activities
- recognizes the value of using personal experience for examples and illustrations in support of an idea
- plans compositions, with teacher and peer assistance, and allows for discovery of meaning when writing.

Concept: Appropriate organization and development of meaning are essential qualities of written composition.

- writes an introduction which leads directly to the topic
- develops personal ideas by using methods appropriate to this topic, such as examples or reasons
- demonstrates the ability to organize thoughts coherently
- composes a suitable ending.

Concept: Effective revision involves careful evaluation of ideas and a further shaping of the composition.

- reviews assignments and compositions carefully to assure that all instructions have been followed
- follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed
- revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience
- proofreads for errors in grammar usage, punctuation and spelling
- produces a revised version, carefully proofread, with a suitable title
- applies evaluation strategies when appraising performance of self and others when revising, writing and speaking
- recognizes the role of modern technology, such as computers and word processors in the writing process.

Concept: A writer's ideas and experiences can be presented through various modes of discourse.

- uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing
- shares thoughts or feelings with other people through shaped and polished writing
- uses clear, functional prose when conveying information and giving instructions.

Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.

- writes social letters in language appropriate to the purpose and audience
- completes a variety of forms
- writes a concise, factual short report in response to a specific assignment or on a subject of special interest.

LEARNING RESOURCES

- Selections from the basic student resource, *Your Voice and Mine 1* are suggested to enhance the learning objectives.
- *English 16 Program of Studies/Curriculum Guide* preamble and "B: Communicating with Others" contain suggestions regarding resources, teaching strategies, student activities, curricular integration and community partnerships.
- Teachers are encouraged to provide a variety of urban, rural, provincial and national newspapers and magazines to enhance student development.

The learning resources listed below have been identified as potentially useful for English 16. Except where designated, these titles have been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

Many of the audio-visual resources are available through learning resource libraries. (Refer to pp. 4-6).

PRINT RESOURCES

Teachers are encouraged to provide a variety of reading materials containing current community/global issues such as local, rural/urban, provincial and national newspapers. The following magazines may also be suitable:

Alberta Report
Canada and the World
Canadian Geographic
Canadian Consumer
Maclean's
National Geographic
News for You
Readers' Digest
Scholastic Scope

NON-PRINT RESOURCES

If You Love This Planet. NFB.
Human Rights, Human Wrongs. NFB.

Note: Teachers are encouraged to use a variety of strategies to assist students who may find some selections in *Your Voice and Mine 1* difficult to read. Strategies to help students may include:

- select members of the class to read selections into a tape recorder and provide opportunities for students to use headphones and listen to the audio while reading silently in a learning centre setting
- encourage students to adjust reading rate, re-read sections, go on, discuss with peers, question peers/teacher and use contextual clues
- ask for student to volunteer to read orally in class, rather than selecting students at random (see Theme A, p. 26)
- assign students specific selections or paragraphs, and provide opportunities for students to prepare for reading orally
- organize students into pairs or small groups to read selections orally.

SUGGESTED ACTIVITIES

1. Provide opportunities for students to:
 - examine their present studying habits
 - enhance their current studying habits and
 - develop and apply additional studying skills and strategies.
 - a. Refer to Process, "Time Management" and complete the activities. Encourage students to develop a weekly studying schedule. Have students assess its effectiveness on a regular basis throughout the year.
 - b. Distribute copies of Process, "An Inventory of Study Skills" and have students place a checkmark beside the skills that they are presently applying. Have students place these lists in their folders and use them to monitor their studying performance during the term.
 - c. Distribute copies of Process, "Student Evaluation Record" or refer to "Personal Record Sheet", *Your Voice and Mine 1*, p. 184, and have students add to the chart throughout this thematic unit.
 - d. Encourage students to inform the teacher of upcoming quizzes and tests. Use a variety of resources in the Process section to enhance student test-taking abilities, including:
 - "SCORER: Test-Taking Strategy"
 - "SQ3R Strategy"
 - "PARS Technique"
 - "Multipass: A Study-Read Strategy"
 - "Directed Reading/Thinking Activity (DRTA Procedure)"
 - Prior to the exam, encourage students to ask questions designed to clarify expectations, such as: "What material will be covered?" "What will be emphasized?" "What kinds of questions will be asked - short answer, true-false, labelling diagrams?"
 - Have students contribute to a file of exams from other subject areas to use as the basis for enhancing test-taking strategies, including:
 - scanning the entire exam, identifying sections that can be easily and quickly completed and completing these first (e.g., labelling a familiar diagram)
 - interpreting multiple choice items by reading each question carefully to ensure complete comprehension, especially if the lead is negative (e.g., A police officer cannot arrest a person if he/she . . .). Encourage students to:
 - attempt all the "known" questions first
 - eliminate the distracters that obviously will not 'fit'
 - go on to the next question once a decision has been made
 - check to see if there is a penalty for guessing.
 - Encourage students to learn to gauge their time in a test situation, use time wisely and re-check answers.
2. Provide opportunities for students to organize their notebooks and their writing/recording portfolios for this thematic unit.
 3. a. Provide opportunities for students to apply critical/creative thinking skills and problem-solving/decision-making strategies to organize the classroom for this thematic unit.
 - e.g., bulletin board displays
 - location and focus of resource centre
 - use of the computer(s)
 - arrangement of desks.

- b. Have students organize themselves into small groups and evaluate classroom rules and procedures. (See Process, "Critical/Creative Thinking and Inquiry Strategies".)
 - Provide opportunities for students to support or offer changes about classroom rules and procedures and make decisions, using an appropriate model.
4. Conference with I.O.P. teachers in other courses (e.g., social studies and science) to determine current and upcoming activities that include applications of formal reporting strategies. Conferencing will ensure the enhancement and reinforcement of strategies and topics.
5. Enhance students' understanding of themselves by administering programs/instruments designed to determine learning style. (See Process, "Modality Preferences".) Assist students to recognize that although they may have a preferred learning style, they must develop skills and strategies to enhance learning using all modalities.

Note: Teachers are encouraged to use results about student learning styles to plan for instruction and evaluation.

6. Inform students that throughout this thematic unit, they will:
 - use literature and media to learn more about themselves, their influence on the community and the influence of the community on their growth and development
 - develop skills in locating, gathering, organizing and reporting information
 - express their ideas and feelings in oral and written form
 - work together in small groups to achieve common goals.
 - Teachers may find the following items useful when students are completing group activities: "Conferencing" and "Being Partners" *Your Voice and Mine 1*, pp. 176-179, Process, "Cooperative Learning" and Speaking, "Peer Feedback".

Note: Teachers are encouraged to conference with Social Studies 16 and Science 16 teachers to ensure reinforcement and enhancement of knowledge, skills and problem-solving/decision-making strategies. Social studies and science courses may provide topics for activities throughout this thematic unit, such as:

- pollution controls and laws
 - tolerance and understanding issues.
7. Read with/to students "The First Day of School", *Your Voice and Mine 1*, pp. 99-104. Remind students that interpersonal communication involves one's ability to understand, tolerate and/or accept the beliefs, language, culture, physical appearance, etc., of others. Provide students with background information about integration of black children in schools in the United States (i.e., Supreme Court ordered desegregation in 1969), which may include the problems that arose in some areas, the need for the National Guard, etc.
 - a. Have students discuss the appropriateness of the title of the story in light of the ages of John and Audrey.
 - b. Have students summarize and list the events in the story that may have contributed to the fear experienced by John, Audrey and Mrs. Hawkins.
 - c. Provide opportunities for students to summarize the feelings of John, Mrs. Hawkins or Audrey (i.e., nervous, frightened, concerned).
 - Encourage students to share, orally or in writing, experiences that made them feel the same as did John, Audrey or Mrs. Hawkins. (See Speaking and Writing.)

- d. Have students organize themselves into pairs or small groups and write a newspaper article about this particular event in the desegregation of John's school. (See *Your Voice and Mine 1*, p. 179).
 - Organize students into small groups and have them select a character, such as John, Audrey, Mrs. Hawkins, a white student, a parent of a white student, the principal of the school. Have students develop questions they would use to interview their character about desegregation of schools, their feelings, the feelings of their peers, etc. (See Speaking, "Developing Questions" and "Forming Questioning Chains".)
 - Have students role play and 'interview' the individual.
8. Read with/to students "Epilogue from I Never Saw Another Butterfly", *Your Voice and Mine 1*, pp. 224-227. Introduce the story by having students locate Czechoslovakia, Germany, Terezin, Prague and Berlin on a map of the world.

Note: This selection has the potential to initiate numerous activities relating to World War II, the Holocaust, internment camps, Canada's role in World War II, death and destruction caused by war, persecution of people in the world today (such as in South Africa, Central America, etc.), the recent events in East Germany, the release of Nelson Mandela, or the recent election in Nicaragua in which a dictatorship was overthrown.

Teachers are encouraged to select and develop activities in keeping with the abilities, needs and interests of students, and the learning objectives of the course. Conferencing with the social studies teacher will prove useful.

- a. Select appropriate activities from "Close Up" and "Wide Angle" (p. 229) to enhance student interest and development of the learning objectives of the course.
- b. Provide opportunities for students to discuss the influence Terezin had on the children and support their comments with details from the story.
e.g.,

Student Comments	Supporting Details or Quotation
They learned slang terms made from German and Jewish words.	"bonke, shljaska, shahojista, and they learned to speak this language."
They saw death and wrote about death.	"They saw executions, too, and were perhaps the only children in the world who captured them with pencil and paper."

9. Read with/to students "The Butterfly" and "I'd Like to Go Alone", *Your Voice and Mine 1*, pp. 228 and summarize the poems with students.
 - a. Initiate discussion about the children at Terezin by asking students questions, such as:
 - Why did the children draw pictures and write poetry?
 - What did the children see and think about?
 - Why did the adults not draw pictures and write poetry?
 - b. Have students write a letter as a child in Terezin during WWII to a child in Canada.

- c. Have students individually or in small groups develop a set of questions to ask one of the 100 children who survived Terezin. (See Speaking, "Developing Questions" and "Forming Questioning Chains".) Provide opportunities for students to share their questions with classmates.
 - Have students select one of their questions and write a responding paragraph in the role of a Terezin child. Have students hand in an edited and polished copy for evaluation purposes.
- d. Provide opportunities for students to discuss persecution of the Jews in relation to tolerance and understanding of others. Assist students to realize that although the treatment of the Jewish people by the Nazis during WWII is an extreme case, intolerance of any kind is persecution and, if not stopped, may lead to similar situations.
 - Encourage students to bring newspaper or magazine articles relating to tolerance and discrimination.
- e. Have students write a journal entry relating to their feelings about the children of Terezin. (See Writing, "Journal Writing".)
- f. Have students write to, or invite to class, a representative of a human rights organization, such as Amnesty International, Alberta Human Rights Commission, United Nations, etc., to gather additional information about human persecution, human rights and the role of countries such as Canada in reducing intolerance and injustices.
- g. Provide opportunities for students in small groups to gather and share information about human injustices in the world today and changes that are taking place in some countries to increase human rights and justice:
 - e.g., East Germany, South Africa.
- h. Extend the study by reading with/to students a related story or play, such as *The Diary of Anne Frank*, by viewing a film adaptation of the diary or using a combination of both.
 - Have students relate various aspects of Anne's life to their own lives:
 - e.g., living conditions
 - feelings toward family members and others
 - loneliness.
 - Provide opportunities for students to write about an usual or traumatic personal experience. (See Classroom Environments: Emotional and Physical Safety, pp. 10 and 11 and Writing, "A Sequence of Writing Assignments: A Memorable Time".)
 - Have students write a diary for a specified period of time.
 - Have students write a narrative focussing on events in history, such as World War II, etc. (See Reading, "Semantic Webs and Maps", "Predicting, Summarizing and Writing Using Story Charts" and Writing, "The Writing Process".)
- 10. Provide opportunities for students to complete a variety of one-, two- and three-paragraph reports in preparation for a six- to eight-paragraph report based on independent research. Refer to the learning objectives for writing (pp. 47, 48) and plan instruction to enhance student ability to achieve the objectives. Activities could include having students:
 - complete a variety of prewriting activities
 - use several strategies to organize information
 - revise and edit materials of self and others
 - determine audience and mode of discourse
 - produce/prevent a polished report
 - evaluate personal performance and product.
 Refer to the Writing and Speaking strands sections for additional information.

- a. See Writing, "A Sequence of Writing Assignments" and "Writing Domains" and provide opportunities for students to enhance writing and creative thinking abilities by writing one-, two- and three-paragraph compositions:
e.g., A Memorable Time
Describing a Memorable Place.
(Refer to Writing, "The Writing Process", "Computers in the Writing Process", "RAFTS", "Journal Writing", Reading, "Predicting, Summarizing and Writing Using Story Charts" and Process, "Critical and Creative Thinking Strategies".)

- b. Provide opportunities for students to generate and organize information, ideas and feelings through prewriting activities such as brainstorming, discussing, reading, questioning, researching, viewing, etc. (See "Formats" and "Brainstorm", *Your Voice and Mine 1*, pp. 186-187.)

- Use the following materials in this *Teacher Resource Manual* to assist students to organize information:

Writing, "Note-Taking Strategy"

"Organizing for Writing"

"Computers and the Writing Process"

Reading, "Vocabulary for Organizing, Speaking and Writing"

"Semantic Webs and Maps"

The following items in *Your Voice and Mine 1* may be useful to assist students in the writing process:

- "Applying the Computer", pp. 184-186
- "Formats", pp. 186-190
- "The Writing Folder", pp. 180-183.

11. a. Provide opportunities for students to write a report based on a topic they have researched. Assist students to select a topic and provide assistance throughout this activity. Have students:
- use word processing programs, if possible, throughout the writing process
 - peer and self-edit
 - organize and generate ideas and information through talk
 - use a variety of research methods and sources
 - prepare a polished report for evaluation.

Note: Teachers are encouraged to provide formal and/or informal feedback and encouragement to students at each stage of the reporting process. (See Writing, "Writing a Report".)

(Refer to the following for additional assistance: Writing, "I-Search Report", "The Writing Process", "Writing Process", "A Checklist for Assessing Writing", "Computers and the Writing Process", "Peer Response Sheet" and Speaking, "Peer Feedback".)

- b. Assist students to select a topic using:
- current news articles and related issues
 - other subjects (e.g., social studies, science)
 - a selection from the student resource
 - a special-interest area.

12. a. Schedule library time and work cooperatively with the librarian to familiarize students with the variety and locations of resources to be found in the library, such as:
- filmstrips
 - records
 - maps

- periodicals
- files
- encyclopedias.

Review the services provided by the librarian (e.g., photocopying).

- Provide opportunities for students to review the resources in the library through a variety of activities. (See Writing, "Library Scavenger Hunt".)

Students may or may not be familiar with the Dewey Decimal System. Teachers are encouraged to post the major classification list that follows in the English class as a reminder.

000-009	General Works
100-199	Philosophy
200-299	Religion
300-399	Social Sciences
400-499	Language
500-599	Pure Science
600-699	Applied Science or Technology
700-799	The Arts
800-899	Literature
900-999	History

- Have students bring to class their notebooks from other courses. Assist them to organize their notes by:

- dating all notes
- keeping notes for different subject areas in separate binders, or duo-tang covers
- devising a system for keeping track of assignments due, upcoming exams/quizzes
- retaining all assignments/quizzes/exams that have been marked and returned – use these to study from for future exams
- developing section for new/difficult vocabulary
- obtaining copies of notes/handouts from the teacher or a classmate when there has been an absence from school
- devising suitable formats for taking notes (e.g., leaving wide right-hand margins for extra notes/explanations/examples/sketches).

(See Writing, "Note-Taking Strategies".)

- Reinforce or enhance student understanding of the topic and applications of the learning objectives addressed in this thematic unit using the following selections from *Your Voice and Mine 1*:

- "From the Mountain and the Valley", pp. 76-81
- "How Well Do You Know Your Children?", pp. 83-84
- "My Grandfather's Cape Breton", pp. 330-333.

- Reinforce student understanding of the influence of individuals on the community and the influence of the community on individuals through a novel study, by viewing a film, or through a combination of both.

e.g., *The Outsiders*, Hinton, novel and film
Never Cry Wolf, Mowat, novel and film
Deathwatch, Hughes, novel
Cowboys Don't Cry, novel and film.

Note: Teachers are encouraged to avoid overanalyzing literature; rather, focus on relating characters, events, setting and feelings to students' real life experiences.

- a. Provide opportunities for students to develop and apply strategies designed to aid comprehension, such as outlining, story grids and semantic webs. (See Reading, "Semantic Webs and Maps", "Predicting, Summarizing and Writing Using Story Charts" and Process, "Critical/Creative Thinking Strategies".)
- b. When using a combination of reading and viewing activities, teachers are encouraged to read two or three chapters with students, view the movie or film to cover the next two or three chapters, return to the print for another four chapters, etc. A combination of viewing and reading will enhance student interest and comprehension.
- c. Use events in the story to review/reinforce problem-solving and decision-making strategies. Have students outline a problem-solving strategy used in the story, develop an alternative strategy and compare the real/possible consequences. (See Process, "Critical/Creative Thinking and Inquiry Strategies", "Logical/Natural Consequences versus Punishment".)

INTEGRATION ACROSS THE CURRICULUM

SCIENCE

- Have students write letters to government agencies or representatives, newspapers, etc., expressing their concern about scientific issues and the community, such as soil pollution, traditional and alternative waste disposal methods.

SOCIAL STUDIES

- Provide opportunities for students to read selections on minority groups, such as Native Canadians and complete writing or oral presentations based on the experiences and feelings of the group members.
- Provide opportunities for students to become actively involved in community events by writing letters, telephoning government representatives, developing poster campaigns to distribute throughout the community, etc.
- Provide opportunities for students to gather and share information about Canada's role as peacekeeper in the global community.

COMMUNITY PARTNERSHIPS

- Have students locate and obtain information from community organizations that are involved in protecting human rights and enhancing society's awareness of tolerance and understanding.
- Invite representatives of human protection agencies to the classroom to discuss the organization and the strategies individuals can use to increase tolerance and understanding.

THEME C: MEDIA MADNESS

OVERVIEW

Mass media, such as television, radio, film, magazines and newspapers influence the feelings, thoughts, decisions and behaviours of individuals. People of all ages view, read and listen to mass media products and relate to media in unique ways. The media thematic unit at the Grade 10 level focusses on television, newspapers, magazines and advertising. Media thematic units at the Grade 11 and 12 levels will expand upon the Grade 10 material and include new areas of media study. (Refer to the Scope and Sequence Chart, pp. 14-26.)

Schools must enhance students' ability to analyze media critically in relation to personal and societal needs and values. Media literacy skills will enable students to recognize the effects of print and non-print media on their own lives and the lives of others.

- PURPOSE:** The purpose of this thematic unit is to enable students to:
- discover present media literacy skills
 - develop additional media literacy skills
 - apply media literacy skills
 - assess media products in terms of their effect on self and society.

THEMATIC OBJECTIVES

The language strands and related concepts, skills and attitudes addressed in this thematic unit will enhance students' ability to understand and appreciate:

- how the media work
- how they produce meaning
- how the media are organized
- how they construct reality
- how the media can be enjoyed.

Opportunities will be provided for students to learn media literacy skills by developing media products individually or in small groups.

STRANDS OF LANGUAGE

The following strands and related concepts and skills are addressed throughout this thematic unit.

Reading

Concept: Reading, viewing and listening are processes that demand active involvement of the individual.

- understands that the study of literature and print/non-print media involves initial reading of the material; personal response; sufficient thoughtful consideration to assure understanding; possible sharing of one's response with others orally or in writing; and, where appropriate, a personal, social or critical evaluation

- expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking.

Viewing

Concept: Appreciation and understanding of print and non-print messages require an understanding of purpose.

- identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information
- interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions.

Concept: Elements in and structure of the image strongly influence the total effect of the communication.

- understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer
- recognizes how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences
- recognizes and discusses the effects on the viewer of idealization and distortion in media productions.

Concept: Many "visual communications" are really audio-visual messages which use sound and image together to communicate a message.

- recognizes the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content which is supplemented by the visual message, or to soothe, irritate or distract the viewer.

Concept: The viewer, listener and reader must evaluate the apparent reality created in media products.

- discusses emotions, facts and opinions, and techniques used to express them in print and non-print materials
- recognizes the difference between fact and fantasy in media portrayals of everyday life.

Concept: Visual communication is similar in many ways to verbal forms of communication.

- discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature.

Listening

Concept: Critical listening, viewing and reading involves an assessment of the validity of the message presented.

- distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side.

LEARNING RESOURCES

- Selections from the basic student resource, *Your Voice and Mine 1* have been suggested to enhance the learning objectives.
- *English 16 Program of Studies/Curriculum Guide*, preamble and "C: Exploring and Assessing Print and Non-print Media" will assist teachers when planning for instruction.
- Teachers are encouraged to provide opportunities for students to use media hardware.
- A variety of rural, urban, provincial and national newspapers and magazines will be useful to this thematic study.

The learning resources listed below have been identified as potentially useful for English 16. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

PRINT RESOURCES

Anderson, Nell. *Media Works*. Toronto: Oxford University Press, 1989.

Carpenter, Donna. *Media Images and Issues*. Don Mills: Addison-Wesley Publishers Limited, 1989.

Duncan, Barry. *Mass Media and Popular Culture*. Toronto: Harcourt Brace Jovanovich, 1988.

Ingram, Roy. *Media Focus 1: The News*. Toronto: Copp Clark Pitman Ltd., 1989. (Accompanied by a video.)

Johnson, Ron and Jan Bone. *Understanding Film* (3rd Edition). Toronto: Copp Clark Pitman Ltd., 1986.

Ontario Teachers' Federation. *Media Literacy Resource Guide*. Ministry of Education, 1987. (Available through the Government of Ontario Book Store, 5th Floor, 820 Bay St., Toronto, Ontario, M7Y 1N8.)

Masterman, Len. *Teaching About Television*. Toronto: Macmillan Press (Gage), 1980.

Masterman, Len. *Teaching the Media*. Toronto: Macmillan Press (Gage), 1985.

McLuhan, Marshall. *Understanding Media*. Toronto: McGraw Hill Ryerson Limited, 1964.

National Film Board of Canada. *Blinkity Blank*. A newsletter about film for and by teachers.

Pungente, Father John J. *Getting Started on Media Education*. Jesuit Communication Centre, #500, 10 St. Mary Street, Toronto, Ontario, M4Y 1P9, 1985.

Pungente, Father John J., and Jack Livesley. *Meet the Media (Canadian Edition)*. Toronto: Globe/Modern Curriculum Press, 1990.

FILMS AND VIDEO CASSETTES (Many of the titles listed may be available through provincial media services, see p. 5.)

National Film Board of Canada: *Media and Society*. (3 videos, 19 films and excerpts, resource guide.)

- Advertising and Consumerism
- Images of Women
- Cultural Sovereignty
- Shaping Information.

ORGANIZATIONS/AGENCIES

CBC Enterprises, Educational Sales Department, Box 500, Station A, Toronto, Ontario, M5W 1E6.

The Association for Media Literacy, 40 McArthur St., Weston, Ontario, M9P 3M7, (416) 394-6990.

The Jesuit Communication Centre, #500, 10 St. Mary Street, Toronto, ON. M4Y 1P9, (416) 923-7271.

Theatrebooks, 27 Bloor St. West, Toronto, Ontario. M4W 1A3 (416) 922-7175.

SUGGESTED ACTIVITIES

1. Have students brainstorm examples of mass media and record these on an overhead or chalkboard. Provide opportunity for students to categorize their suggestions into print and non-print media, list specific examples and determine audience and purpose of the media product. (See Resource 1: Media Madness: Sample Lesson Plans.)

Media	Print	Non-print	Example	Audience	Purpose
Television		✓	Growing Pains	teenagers/young adults	<ul style="list-style-type: none"> ● sell products ● entertain
		✓	Eyewitness News	young adults/adults	<ul style="list-style-type: none"> ● inform
Rock Video		✓	Rod Stewart	teenagers/young adults	<ul style="list-style-type: none"> ● sell records, videos ● entertain
Magazines	✓		Macleans	teenagers to adults	<ul style="list-style-type: none"> ● inform ● entertain ● sell products

- a. Assist students to recognize that one of the main purposes of the mass media is to sell products. Encourage students to view a fiction television program and make notes on the commercials. The following format may be used:

TELEVISION COMMERCIAL

Television Program: _____ Length of Program: _____

Intended Audience: ● male/female/both
● age category: 2-5 yrs/6-12 yrs/13-14 yrs/young adults/adults

Product: _____ Number of commercials of this product: _____

Intended Consumer: ● male/female/both
● age category: 2-5 yrs/6-12 yrs/13-19 yrs/young adults/adults

- b. Encourage students to view a non-fiction television program and make notes of the commercials, using a similar format as the strategy used above.
- c. Provide opportunities for students individually or in groups to compare, relate and draw conclusions or inferences about the audience of the program, the consumer and the nature of the advertisement.
- d. Provide opportunities for students to compare advertising and the gender of the intended audience and consumer in a variety of media products, such as radio programs or stations, magazines and newspapers.
- e. Provide opportunities for students to analyze through discussion in small groups a variety of television commercials using the key concepts of media literacy. (See Resource 2: Key Concepts of Media Literacy.)
e.g., media products are constructs
ideology and values
the relationship of form and content.
2. Provide opportunities for students to contribute to a chart relating to reasons why they like/dislike specific television programs.

Program Name	Dislike	Like	Reasons
National Geographic Specials		✓	informative, entertaining, good photography
Wrestlemania	✓		violent, sexist, phoney
Who's the Boss	✓		unrealistic
Unsolved Mysteries		✓	interesting, based on real events

- a. Refer to Resource 2, resources listed on pages 59-60 and the viewing and listening learning objectives (pp. 22, 23) and have students discuss their reasons for liking/disliking programs in keeping with some of the key concepts listed.

- e.g., A student who dislikes the television program "Wrestlemania" because it is phoney, may be responding to 'audiences interpret meaning' or 'social and political implications'.
- Provide opportunities for students to discuss rock video programs on television and/or the recording industry in reference to 'commercial implications' and 'ideology and values'.
 - Have students identify various programs and analyze them, using some of the key concepts of media literacy, such as:
 - media constructs reality
 - ideology and values.
- b. Have students select a television program they like and one they dislike and write a paragraph for each. (See Writing, "A Sequence of Writing Assignments: An Opinion Report", "I-Search Report".) Encourage students to support their opinions with data from the programs.
- Provide opportunities for students to self- and peer edit and hand in a polished product for evaluation. (See Writing, "A Checklist for Assessing Writing", "Assessing Writing" and "Peer Response Sheet" and Speaking, "Peer Feedback".)
- c. Provide opportunities for students to view a film or videotape about media literacy, such as "Advertising and Media", NFB. Have students complete activities to enhance and reinforce media related viewing and listening skills and critical analysis.
3. Refer to Resource 3 and have students provide examples, from print and non-print media, of advertisements that use each propaganda technique. Chart these and have students add to the chart throughout English 16-26-36.
4. Survey students to determine how many subscribe to/or occasionally purchase newspapers and magazines. Have students list specific names and provide two reasons why they purchase the magazines or newspapers.
5. Have students compare the size and format of various print materials:
e.g., "fold-out" and "tabloid" newspaper formats
sizes of magazines, such as *Readers' Digest* and *Alberta Report*.
6. Assist students to recognize that reading a newspaper or magazine may be different from reading a book. Reading strategies applied will depend on their purpose for reading, such as skimming an article to get the main idea, scanning the entertainment section to locate a particular movie or reducing the reading rate to enjoy the full meaning of a comic punchline. Familiarize students with the organization and overall format of a newspaper by reviewing the various sections (sports, entertainment, business, local, national and international news). Refer to the front page index listings of the sections/features and their corresponding page numbers. (See Reading, "Reading Rates".)
7. a. Acquaint students with the regular features found in most newspapers, such as news articles, editorials, feature stories, comics, advice columns, classified ads, horoscopes and obituaries. Determine whether there are features that students regularly read independently, and discuss reasons for reading these sections.
- b. Provide opportunities for students to identify similarities and differences among urban and rural newspapers.
e.g., Western Producer and Edmonton Journal
Westlock Hub and Calgary Herald.

8. Focus on the front page and the headlines of a newspaper or several newspapers. These are the stories that are, in the judgment of the newspaper staff, the most important for that particular day. The front page contains factual, objective information. Have students locate words or phrases that denote that these articles are factual.
 - a. Have students identify the purposes of newspaper headlines. (To tell the reader what the article is about and to indicate, by size and darkness of the type, the importance of the story, as determined by newspaper staff.)
 - b. Headlines help sell newspapers and assist readers to select articles to read; therefore, their wording is very important. Have students compare the front page headlines of the same event in several newspapers. Discuss the wording used in the headlines.
 - c. Have students summarize news stories from television and radio news broadcasts the previous evening. Provide opportunities for students to write newspaper headlines for the summaries that focus on and highlight the main ideas.
9. Encourage students to bring newspaper articles during the duration of the unit and have students predict and vote on the articles or headlines that may be remembered 10, 20 and 50 years in the future. Have students give the reasons for their choices.
10.
 - a. Provide opportunities for students to select and read a story from a newspaper, and highlight unfamiliar vocabulary. Assist students to use a variety of strategies to discover meanings, such as focussing on the surrounding context. (See Reading, "Context Clues".)
 - b. Introduce students to reading comprehension strategies to be used to determine meaning when reading unfamiliar or difficult material. (See Reading, "QAR Strategies", "RAP: Paraphrasing Strategy" and "Predicting, Summarizing and Writing Using Story Charts".)
11.
 - a. Have students select a story in a newspaper to follow over a period of time. Clip the articles and ask the students to complete a sequential web to summarize the events. (See Reading, "Semantic Webs and Maps".) While following the story, have students note:
 - The page number on which the item first appeared.
 - Where was it positioned?
 - How much space was devoted to it?
 - Where did it appear on succeeding days?
 - How did the headlines vary?
 - What follow-up occurred in editorials, cartoons or letters to the editor?
 - b. Have students compare a news item portrayed through a variety of media, such as television, radio, newspapers, tabloid newspapers.
12. Provide students with practice in relating a sequence of events by separating the paragraphs of a newspaper story and having the students re-order the paragraph and compare the results through discussion.
13. Providing students with the freedom to choose their reading material is important to the success of this and other thematic units. Permit students to select items of individual interest when completing the following activities:
 - a. Introduce students to the "5W + H" of journalism. Using a specific article, have students identify the who, what, when, where, why and how of the article, and support their responses with details. Help students recognize that the answers to who, what, when and

where are usually in the first part of the article, while those relating to why and how may be found later or not at all.

- Have students summarize/paraphrase orally or in writing the article they selected.
- b. Have students write news articles of school or community events. Include these in a class or school newspaper.
 - c. Provide time for students to browse through newspapers and other reading materials at their leisure. (See Reading, "Don't Forget USSR, Dear".)
14. Provide opportunities for students to read and follow a sequence of instructions by organizing a newspaper scavenger hunt. Develop a scavenger hunt form and have students divide themselves into teams and locate items, such as:
- a birth announcement
 - weather forecast
 - movie advertisement
 - Dear Ann/Abby letter
 - an obituary
 - horoscopes for all team members
 - two favourite comic strips
 - two news stories: one national, one local
 - local sports story
 - sports photo
 - two headlines
 - two classified ad listings for items the students want to own
 - the index.
- a. A variation of this activity would be to have each team make up a set of instructions for the other teams to follow.
 - b. Have students in groups develop a weekly trivia quiz where students must scan the newspaper to locate specific information.
 - c. Ask students "main idea questions" for which they must skim the opening paragraph to obtain the answer. Emphasize that the opening paragraph of a news article is called the lead and contains all the essential facts of the story. A reader may only read the headline and the first paragraph of a story to know the most important information. The remainder of the article supplies additional details and explanations, organized according to importance. Thus, the closing paragraph of a news story is usually not a conclusion; rather, it contains the least important information.
15. a. The editorial or letter pages may be used for a variety of activities to enhance students' inquiry skills. Promote critical thinking by having students evaluate the opinions expressed on editorial pages and in letters, and articulate their personal opinions on issues. Emphasize how the views of the newspaper staff may influence the newspaper readers' opinions.
- b. Discuss the following questions:
 - What are the qualities of a good editorial?
 - Why is the editorial page significant/needed?
 - What are the purposes and advantages of a letter page?

- c. Have students read a news item and an editorial based on the same issue. Discuss how the editorial seeks to interpret the significance of the item and reasons why the newspaper identified this topic for editorial comment.
 - d. Have students select an editorial of interest and identify vocabulary that denotes opinions as opposed to facts.
 - e. Examine the devices the editor uses to argue and persuade the readers to adopt a certain point of view. Have students provide answers to these questions:
 - What is the main idea?
 - What evidence is offered to support the writers' view? How convincing is it?
 - What appeal is used, emotional/logical/other?
 - What action does the author suggest?
 - f. Examine the cartoons that appear on the editorial page (see Reading, "Using Comic Books and Cartoons in the Classroom") and assist students to interpret them, using the following questions:
 - Who does the cartoon character(s) represent?
 - How does the cartoon relate to the editorial and/or the headline stories?
 - What is the humour in the situation?
 - How does the cartoonist use idioms, slang and jargon? (See Writing, "Idioms, Slang and Jargon".)
 - g. Have students develop political cartoons based on current issues in the news. Post and discuss these.
16.
 - a. Provide opportunities for students to read letters to the editor and discuss the points of view expressed by the writers.
 - b. Have students compare personal opinions with the opinions expressed by the letter writers.
 - c. Have students write edited and polished letters to the editor of a local newspaper expressing opinions about recent political decisions, current movies, television programs, etc. (See Writing, "The Writing Process", "Computers and the Writing Process".)
 17.
 - a. Examine the photographs that appear in a newspaper and discuss how they are used to supplement the stories. (e.g., They quickly and vividly inform the reader about the appearance of the leading character or the scene of a story.)
 - b. Encourage students to bring to class and identify "famous faces" they see regularly in the news.
 - c. Encourage students to bring to class photographs that may have historical significance.
 - d. Ask students to locate three outstanding action photographs and three outstanding still shots from media sources. Have students support their selections by considering purpose of the photo, the composition, the camera angle and lighting.
 - e. Find an amusing picture in a newspaper, remove the caption and ask students to write a suitable caption.
 - f. Display a newspaper photograph and have students write a newspaper article or letter to the editor based on personal perception.

18. Examine the comics. A variety of exercises and activities can be developed to determine and/or reinforce students' comprehension strategies and skills, including sequencing, making predictions, drawing conclusions, making inferences and using context to determine meaning. Many of these activities can be used in a diagnostic manner to gain insight into areas of student strengths/weaknesses. Since students often enjoy reading the comics, teachers are encouraged to use this interest to promote skill development and evaluate students' language growth. (See Reading, "Using Comic Books and Cartoons in the Classroom".)
19. Refer to and use media resources listed, pp. 59 and 60, to enhance student understanding of media freedoms. Discuss freedom to access information versus censorship in relation to newspaper reporting. Consider the following questions:
 - Can the news be manipulated or distorted? How?
 - Why would anyone want to withhold or distort information from readers?
 - What is "good taste" in reporting? Find examples of occasions when the media may have been overly aggressive and published pictures/stories that were not in good taste.
20. a. Have students complete a newspaper crossword puzzle or word search. Permit the use of dictionaries and team work.

b. Have students develop original crossword puzzles, using newspaper headlines, vocabulary, issues and/or individuals in current media items.

INTEGRATION ACROSS THE CURRICULUM

MATHEMATICS

- Encourage students to bring and interpret various types of graphs.
- Use sports scores as a basis for posing mathematics problems, graphing and charting information.
- Using advertisements, have students compare prices on specific items and determine the best buy.

SCIENCE

- Locate examples from newspapers or magazines that portray how people alter and/or control the environment.
- Find articles about natural disasters, and use the information provided to determine the causes and appropriate preventative measures.

SOCIAL STUDIES

- Encourage students to bring photographs and captions from newspapers, magazines, etc., of people in public office (municipal, provincial, federal, international) to post on the bulletin board and have students identify these people and their roles.
- Use a world map and match the headlines in newspapers/magazines with the countries where the stories took place.
- Identify individuals and events in political cartoons.
- Have students clip articles on current community, provincial, national and social problems.
- Reinforce local, national and international news by having students locate and categorize news articles from a variety of print materials.
- Have students compare news articles portrayed in a variety of media; e.g., radio, television and newspapers.

OCCUPATIONAL COURSES

- Have students use newspapers to locate and classify current employment opportunities. Relate these to the occupational clusters and employment preparation needs.
- Have students compare the classified ads employment opportunities sections of rural and urban newspapers.

COMMUNITY PARTNERSHIPS

- Organize a field trip to a local newspaper to observe technology involved in:
 - the advertising department
 - the editorial department
 - transmitting the news – technologies that receive/display headline stories and pictures from around the world
 - printing equipment.
- Have the class contribute items to the school newspaper, or publish a school newspaper. As a community partnership activity, approach the local newspaper to publish the students' paper. Newsworthy items may include:
 - summaries of school events such as dances, sports
 - sports columns
 - interviews with teachers, administrative staff, support staff, students, coaches
 - letter section
 - advice columns
 - short stories/poetry
 - puzzles/games.
- Visit an advertising agency, or invite a representative to the classroom to convey information about media literacy concepts (see Resource 2).

Resource 1

MEDIA MADNESS: SAMPLE LESSON PLAN

LESSON OBJECTIVES (from the Scope and Sequence Chart)

CONCEPT OBJECTIVE: Appreciation and understanding of print and non-print messages require an understanding of purpose.

GENERAL SKILL OBJECTIVE: Students will be expected to identify the purpose, message and intended audience of print and non-print communications.

SPECIFIC SKILL OBJECTIVES: Students will be expected to identify one purpose and the intended audience of specific television programs; e.g., one purpose of television is to sell products by attracting appropriate viewers and potential consumers.

INTRODUCTORY ACTIVITY: to initiate interest; to introduce "how" and "why" of the lesson. Introductory activities may include questioning, brainstorming, outlining, reviewing, listening, viewing, discussing, reading, listing.

SAMPLE A

- Have students list the television programs they have viewed during a one-week period.
- Have students list programs that their parents/guardians may have viewed during a one-week period. (A pre-lesson activity may include collecting data by surveying and/or observing the viewing habits of parents/guardians.)
- Tell students that by comparing their two lists, conclusions and inferences about the purpose of television may be made.

SAMPLE B

- Write the following statement on the overhead/chalkboard:
"The sole purpose of television is to entertain the viewer."
- Tell students that the class will examine the statement during the lesson. At the end of the lesson they may agree/disagree with, or require further study of, the statement before making a knowledgeable decision.
- Provide opportunities for students individually or in small groups to develop a list of qualities that may help guide the study or that need to be answered in order for students to achieve the lesson objectives.
e.g., Is the statement valid?
Do all programs entertain all viewers?
What may be other purposes of television?
Do viewers perceive and respond to television programs in the same ways? If not, why?

SAMPLE C

- Ask students to respond to the following question:

"What are the purposes of television programs?"
(to inform, entertain, instruct, encourage thinking, sell products, etc.)

- Record their responses on the overhead/chalkboard.
- Tell students that during this thematic unit, the class will examine all the purposes on the list, and that this and the next two or three lessons will focus on the purpose of "selling products".

SAMPLE D

- Have students respond verbally to the following:

"What are the similarities/differences between public and commercial television stations?"
(sponsorship/advertising, types of programs, nature of the audience, hours of operation, etc.)

- Have students complete a chart listing the products that are advertised during specific television programs and the group of individuals who tend to watch the program more often than other groups.

e.g.,

Television Programs	Who Watches		Products
	Teens	Parents	
6:00 News Programs	✓	✓	automobiles
Hockey	✓	✓	beer, restaurants
Daytime Programs		✓	household products
Growing Pains	✓		restaurants, films, family vacations

- Provide opportunities for students to discuss or collect additional data.

e.g., What products are advertised

- during Saturday and Sunday morning cartoon programs? (toys, cereal)
- during late night movies? (take-out pizza/Chinese restaurants, films, alcoholic beverages)
- during nature programs? (retail gasoline outlets, environmentally friendly products)

LESSON: to develop the learning objectives outlined using strategies in keeping with student needs, abilities and interests.

The lesson outline which follows corresponds directly with the Introductory Activity: **Sample A.**

- Have students compare the similarities/differences between their parent's/guardian's list and personal list and write two observations such as:
 - my mother likes sports programs, my father enjoys movies, and I prefer sitcoms
 - I watch more television than do my parents/guardian.
- Have students share their observations in small groups or in a whole class setting.
- Have students contribute information to a class chart, compare data and discuss observations.
e.g., Parents tend to watch the same/different television programs than do students.
Students tend to watch more prime time sitcoms/movies than do parents.

EVALUATION: to determine the degree to which learning objectives have been understood by students.

- Have students organize themselves into small groups to develop conclusions and/or generalizations based on recorded information. Have students select a speaker who will share the group conclusion/generalizations during the concluding class discussion.
e.g., Products advertised during specific television programs attempt to relate to the age and interests of the viewing audience.
- Have students write an entry in their journal, or a brief paragraph to be handed in for evaluation. The writing will focus on whether each student agrees or disagrees with the group's generalization about television programs, advertising and audience. Have students support their views with facts from the chart or other related sources.

FURTHER STUDY/APPLICATION: to extend student thinking and study relative to topic, learning objectives or interest.

- Encourage students to observe techniques used to enhance the message during television commercials in preparations for future classes:
e.g., music, lighting, camera angles.
- Encourage students to bring to class advertisements from print resources for future study.
- Provide opportunities for students to prepare and present a television commercial about an original product.

Resource 2

KEY CONCEPTS OF MEDIA LITERACY

- **All media products are constructions:**

Although the products of media frequently appear to be seamless extensions of reality, they are, in fact, carefully crafted constructions, the results of countless decisions, conscious and unconscious. Meaning and impact are created through selection, context and juxtaposition, as well as formal elements such as shape, colour, light, composition.

- **The media construct reality:**

Everyone has a reality construct – a sense of what the world is and how it works. The media, must, like humans, shape raw sensory data into coherent representations of reality.

- **Audiences interpret meaning:**

What a reader makes of a "text" depends on the reader's past experiences, skill in reading, and current state of mind.

- **The commercial implications:**

All media products have commercial implications which shape both their content and their form.

- **Ideology and values:**

All media products contain implicit or explicit value messages and assumed "truths" about the nature of the world and its inhabitants.

- **Social and political implications:**

The media have the potential to affect social and political behaviour in a variety of ways.

- **The relationship of form and content:**

Different media "codify" reality in different ways: the medium shapes the message.

- **Media aesthetics:**

The media have aesthetic dimensions; greater understanding can lead to greater appreciation.

Resource 3

PROPAGANDA TECHNIQUES

Individuals are influenced by other individuals and groups (group pressure). The mass media – television, radio, newspapers, magazines and books – also influence and inform individuals. The information one receives can be inaccurate and/or misleading.

Propaganda is the art of persuasion. It is the systematic effort to spread opinions or beliefs, often by distortion and deception. (The information may not present two sides and/or avoids examining the evidence.)

Experts in propaganda use these methods to spread opinions and beliefs. Advertising is one field where propaganda is sometimes used. As well, individuals often use some of these techniques in everyday conversation.

Some common propaganda techniques are as follows:

1. Bandwagon – Everyone has one! everyone is doing it! etc.
2. Card Stacking – Presents the good or unique factors or presents the worst possible case.
3. Glittering Generalities – Describes something in very favourable terms.
4. Name Calling – Uses negative words to describe or label someone or something.
5. Plain Folks – Emphasizes the attachment to the average/common citizen or majority.
6. Testimonial – Uses a well-known or respected person to say that the idea or product is good.
7. Transfer – Carries the authority or prestige of something respected over to something else in order to make it respected as well. This may involve the use of symbols to accomplish a purpose for which they were not intended.

Other techniques of persuasion using misleading arguments include the following:

1. Ad Hominem – Attacks or accepts an idea on the basis of who said it rather than on the idea's own merits.
2. Appeals to Emotion – Uses information to arouse feelings.
3. Appeals to the Past – Uses tradition.
4. Cliché – Uses timeworn expressions or ideas.
5. Either-or – Limits choice to two or a few when there are many.
6. Ethnocentricity – Uses own culture to judge other cultures.
7. Euphemism – Uses mild or indirect expression instead of one that is harsh or unpleasantly direct.
8. Improper Comparisons – Compares unlike things.

9. Irrelevant Proof – Uses evidence that has nothing to do with the subject.
10. Jargon – Uses unintelligible or meaningless words to impress rather than to communicate.
11. Leading Questions and Statements – Uses statements and questions to lead to incorrect conclusions (the way it was said "context" leads elsewhere).
12. Omission – Withholds facts to make faulty conclusion.
13. Out-of-Context – Lifts statement out of entirety in order to suggest a different meaning.
14. Over-simplification – Distorts or deceives by giving too simple a reason or explanation.
15. Poor Analogy – Compares dissimilar objects, people or events.
16. Poor Underlying Assumptions – Bases argument on weak stated or unstated assumptions.
17. Post Hoc Fallacy – If one event follows another event, then the first event caused the second one ("post hoc ergo propter hoc" – after this; therefore, because of this.)
18. Single Cause Fallacy – Singles out a particular contributory cause and treats it as if it were the only cause (or the only one worth mentioning).
19. Statistical Fallacies – Uses statistics to confuse people with misinformation.

Inaccurate samples: size of sample, representativeness, the questions and the questioner.

Short-term statistics: used to make long-term claims.

Rates and total numbers: not distinguishing between the two.

Averages: not distinguishing between median (the middle figure) and the mean (arithmetic average).

Gross statistics: confuses by equating total amounts with individual characteristics.

Graphs: create illusions by 'sloping the trend line'; uses the 'Big Figure' to make change greater than it actually is; deceive: by using unmarked axes.

Percents: uses percentages to prop up weak arguments.

20. Stereotype – Uses over-simplified mental picture of a person, place, idea or event.
21. Straw Man – Claims that an opponent, real or imaginary, said something that he or she didn't say, which makes the opponent look foolish.
22. Weak Generalization – Presents generalization from single example or lack of evidence.

THEME D: WORLD OF WORK – GETTING THE JOB

OVERVIEW

A 'World of Work' theme is included each year in the Integrated Occupational English Language Arts Program. English 16 addresses skills and attitudes required to obtain employment and complete basic tasks at the workplace, such as following and giving instructions. The concepts, skills and attitudes included in this thematic unit may be integrated within Themes A, B and C, rather than addressed within a separate theme.

Teachers are encouraged to conference with other I.O.P. teachers when planning for instruction. Social Studies 16, in particular, contains a thematic unit, "Careers – Your Employability" in which students examine and apply personal strengths to potential employment opportunities. Colleague conferencing may ensure that strategies, skills and knowledge will complement and support student development across the curriculum.

PURPOSE: The purpose of this thematic unit is to enable students to:

- develop skills and attitudes that will increase success in the world of work
- apply the strands of language and related skills and attitudes to the workplace
- review employment goals
- develop decision-making strategies related to employment.

THEMATIC OBJECTIVES

The concepts, skills and attitudes addressed in this thematic unit will enhance student ability to:

- identify and develop personal strengths and specific skills useful in a variety of employment settings
- examine personal attitudes, beliefs and values about the nature of employment and the workplace
- apply effective strategies to locate and obtain employment
- prepare for a job interview by completing a personal fact sheet, a list of references, a letter of application or inquiry and an application form
- perform appropriately during an employment interview
- develop strategies for dealing with factors that may inhibit effective functioning at the workplace.

STRANDS OF LANGUAGE

The following language strands and related concepts and skills are addressed within this thematic unit.

Viewing

Concept: Appreciation and understanding of print and non-print messages require an understanding of purpose.

- identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information
- interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions
- follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed.

Listening

Concept: Listening is an active, not a passive process.

- recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking, e.g., when listening to follow instructions, to gather information
- observes the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.

- recognizes and recalls the central and supporting ideas in an oral presentation
- identifies the speaker's purpose
- displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections and gestures.

Reading

Concept: Locating, selecting and evaluating written, visual and verbal materials required to fulfil one's purpose, are important life skills.

- obtains occupational information.

Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

- increases both reading rate and comprehension through the application of good reading techniques, such as reading in larger units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for speed
- varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and the complexity of the material
- uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information; e.g., when locating key words in order to follow instructions.

Speaking

Concept: Communication calls for language, tone and non-verbal behaviour that suits the audience, occasion or purpose.

- uses questions to clarify and expand understanding, and monitors personal questioning strategies
- develops competence in presenting information orally, such as explaining and giving instructions
- uses the strategies necessary to participate in an effective job interview.

Writing

Concept: The ability to write clearly in a manner appropriate to the occasion, is an important life skill.

- writes social letters in language appropriate for the purpose and audience
- completes a variety of forms.

LEARNING RESOURCES

- Selections from the basic student resource *Your Voice and Mine 1* have been suggested to enhance the learning objectives.
- *English 16 Program of Studies/Curriculum Guide*, preamble and "D: Communicating at the Workplace" will assist teachers when planning for instruction.
- Community partnership/work experience opportunities will assist students to apply classroom learning to the workplace.

The learning resources listed below have been identified as potentially useful for English 16. Except where designated, these titles have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. These titles are provided as a service only, to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluation of these resources prior to selection rests with the local jurisdiction.

PRINT RESOURCES

Alberta Career Development and Employment. *Job Seekers Handbook*, Alberta Government, 1986.*

Alberta Education. *Job Search Information Guide*. Special Education Services, Alberta Education, 1986.*

Alberta Manpower. *Stay Ahead With a Good Attitude*. Career Services Branch, Alberta Manpower, 1984.*

Gough, Nigel and Gael Tickner. *Language at Work*. Holt, Rinehart and Winston of Canada, Ltd., 1987.

Nemiraff, S., et al. *Words on Work - An Integrated Approach to Language and Work*. Glencoe/Modern Curriculum Press, Toronto, 1981.

* Resources for CALM 20. Available from Learning Resources Distributing Centre, Alberta Education.

Teukel, Studs. *Working*. Ballantine Books, 1985.

Wayman, Tom, (ed.). *Going for Coffee*. Harbor Publishing, 1981.

FILMS AND VIDEO CASSETTES (The titles listed may be available through provincial media services, see p. 6.)

Teenagers: How to Get and Keep a Job (film, 1985). A film showing how to look for part-time jobs, the correct posture during an interview and how to keep a job once hired. It covers the importance of a positive attitude, promptness, honesty, and good customer relations.

Communication at Work series (video, 1979). A series of nine films, each giving explicit instruction on appropriate communication behaviours in a variety of work related contexts. Titles relative to English 16 include:

Getting Ready

Interview: Your Verbal Skills

Unspoken Message and the Interview

Video Teacher Series (video, 1987). *Preparing for the Job Interview*: Résumé writing, research methods and physical appearance; *Poise and the Art of Job Interviewing*: Tactics and Techniques.

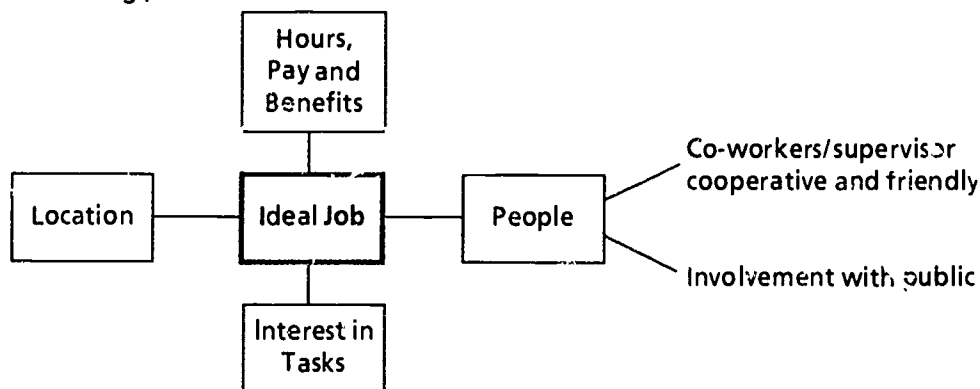
Telephone Talk: How To Use The Telephone (video, 1986). This video discusses the importance of using effective telephone skills and promoting good customer service on the telephone.

SUGGESTED ACTIVITIES

1. Survey the class or have students share information in pairs about employment experiences, such as:
 - whether or not students have had/presently have jobs or have/have not volunteered their services
 - types of jobs
 - reasons for working
 - methods used to locate and obtain employment.

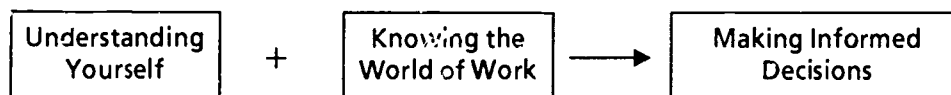
Record the information on a chart or graph, repeat the activity on various occasions during the term and compare the input.

2. a. Provide opportunities for students to brainstorm characteristics of an "Ideal Job".
 - Have students organize the data using a semantic web (see Reading, "Semantic Webs and Maps"). Encourage students to be realistic and discard characteristics that are unrealistic. e.g.,



- b. Refer to Resource 1: The Ideal Job and have students complete the activities.
3. Ask students the question: "What do you need to know before you make a decision about employment?" Have students organize their responses into the following categories:
 - understanding yourself
 - knowing the world of work.

Assist students to recognize that in order to make decisions about employment, one must know about themselves and the world of work.



- a. Have students complete and discuss Resource 2: Personal Inventory and insert into their folder/portfolio for future use.
- b. Have students complete and discuss Resource 3: Personal Fact Sheet Outline and insert into their folder/portfolio for future use.
4. Provide opportunities for students to begin an employment portfolio in which they will contribute a personal inventory, a fact sheet, samples of application forms, a résumé, a list of references, etc. Instill in students that an employment portfolio is designed to contain valuable information for present and future use. Have students update their portfolios on a regular basis throughout English 16, 26 and 36.
5.
 - a. Encourage students who have completed work experience situations or who have had employment experience to share their views about the "Best Job I have Ever Had".
 - b. Have students list the tasks they completed at the worksite.
 - Provide opportunities for students to describe how they learned to complete the tasks.
 - Assist students to recognize that tasks were completed as a result of listening to verbal instructions, reading written instructions and interpreting visual instructions.
 - Organize activities designed to enhance student ability to interpret and follow visual, verbal and written instructions. (See Reading, "Following Instructions at Three Levels of Difficulty" and Listening, "Guidelines for Listening".)
 - Provide opportunities for students to give instructions to classmates in written, verbal or visual form. (See Speaking, "Sample Activities for Giving and Following Instructions".)
6. Provide opportunities for students to question each other about employment experiences. Encourage students to use a variety of questioning techniques. (See Speaking, "Questioning Strategies" and "Developing Questions".)
7.
 - a. Have students identify community resources where employment information may be located.
 - b. Provide opportunities for students to use community resources to identify jobs that are of interest to them.
 - c. Have students select and research a job of personal interest. (See Resource 4.) Research may include:
 - interviewing an employee/employer
 - gathering information using the student service centre or school library
 - locating information through community employment agencies.

- d. Provide opportunities for each student to write a short report on a job of interest that may be close to their "ideal job". (See Writing, "I-Search Report", "Writing a Report".)
 - e. Have students share the information in brief oral presentations. (See Speaking, "A Sequence of Speaking Assignments".)
 - f. Have students select two or three of the most interesting jobs and apply a decision-making strategy to identify the job that may be the most suitable. (See Process, "A Problem-Solving/ Decision-Making Framework for I.O.P.", etc.)
 - g. Provide opportunities for students to share their decision, decision-making strategy, supporting data and the resources used to gather information.
8. Use the following selections from *Your Voice and Mine 1* to initiate activities relating to sex stereotyping in society and/or in the workplace:
- "The Husband Who Stayed at Home", pp. 18-20
 - "Dr. James Barry", pp. 22-23
 - "A Special Gift", pp. 29-38.
- a. Read "The Husband Who Stayed at Home" with/to students and discuss perceptions about homemakers; women who work outside of the home, men who choose to remain in the home to raise children, etc.
 - b. Read the following and ask students to respond briefly in writing.

- A. The doctor rushed into the emergency room, checked the patient's pulse, called for assistance and helped wheel the patient into surgery. Describe the doctor.
- B. The dancer spun onto the stage, leapt in to position and glanced out at the eager audience. Describe the dancer.

Ask students to indicate by raising their hands whether they used "he" or "she" when describing the doctor and "he" or "she" when describing the dancer. Record and discuss the results.

- c. Read "Dr. James Barry" and/or "A Special Gift" and initiate discussion about traditional and non-traditional male/female jobs. Extend the discussion to include examples of traditionally male-dominated jobs which are becoming increasingly receptive to female employees, e.g., politicians, truck drivers, construction workers, lawyers, mechanics. Also include examples of traditionally female-dominated jobs which are becoming increasingly popular with male employees; e.g., nurses, elementary school teachers, telephone operators.
 - Have students discuss the importance of selecting jobs/careers on individual attributes and interests, rather than on gender.
 - Initiate discussion about accepting and respecting the decisions of others to select employment that suits their individual needs.
 - Provide opportunities for students to discuss traditional and non-traditional male/female jobs/careers portrayed in print and non-print media: e.g., television programs, advertisements, films.

9. Read with/to students "How Toys Sex Stereotype Children" *Your Voice and Mine* 1, pp. 25-27. Discuss the article.
 - a. Provide opportunities for students to reflect on childhood playthings, the toys of siblings and how these may have influenced their behaviour and perceptions of employment situations.
 - b. Have students bring or share for discussion examples of sex-stereotyping in print and non-print media. e.g., television programs, advertisements, films.
 - c. Provide opportunities for students to present advertisements as they appear on television with the male/female roles reversed. Discuss possible effects of the change on the viewer/consumer.
10. Refer to *Your Voice and Mine* 1, p. 21, and have students complete appropriate activities in keeping with their abilities, needs and interests.
11. Select stories or poems from appropriate resources, such as *Going for Coffee* and *Working* (see p. 8). Have students organize themselves into small groups and prepare to read a selection to the class and initiate class discussion.
12. Provide opportunities for students to prepare for a job interview.
 - a. Have students brainstorm questions that may be asked by an employer during a job interview (see Resource 5). Provide opportunities for students, individually or in small groups, to organize the questions in categories such as:
 - educational background
 - employment experiences
 - personal attributes/interests.
 - b. Have students list questions that prospective employees may ask during a job interview (see Resource 6).
 - c. Read Resource 7: *Dear Kid*, to students and have students discuss the importance of attitude in obtaining employment.
 - Have students write a letter to a prospective employee describing appropriate attitudes needed to obtain and retain employment.
13. Prepare the students for the "world of work" by conducting mock job interviews. Have students role play interview situations and use Resource 8 to evaluate performance. Enlist the help of other teachers, guidance personnel, the work experience coordinator and the administration. Videotape these interviews to analyze students' non-verbal behaviours and the use of social cognitive skills in monitoring the dialogue throughout the interview (e.g., recognize that the interview is coming to a close and offers the appropriate remarks and a handshake). The following activities will assist preparing students for the interview.
 - Review common interview questions with the students and have them practise giving answers (see Resource 5).
 - Encourage students not to be overly passive in the interview. Discuss with the students questions they may be prepared to ask (see Resource 6).
 - Discuss appropriate dress for the interview. Have students make posters displaying acceptable clothing for both the interview and the jobs they are seeking.
14. Share and discuss Resource 9 with students.

15. Refer to Resource 10. Read or have students role play the situations and characters. Provide opportunities for students to complete the activities.
16.
 - a. Encourage students to collect application forms from various community organizations/institutions (see Resource 11). Distribute and have students complete the forms, compare and include these in their work portfolios.
 - b. Discuss with students the art of choosing appropriate references. Encourage students to:
 - use the names of former employers, supervisors, teachers or community leaders
 - obtain permission before using people as references to ascertain whether they will comment favourably on the student's background and the skills the student has chosen to highlight
 - select references specific to the job being sought.
 - c. Provide opportunities for students to role play conversations between the student and the person from whom a reference is sought. The student may wish to request a letter of reference to keep on file to be used as needed. Encourage students to update addresses and telephone numbers of their references.
17. Refer to Resources 12 and 13, and have students complete a personal résumé using the word processor (if available). Have students peer edit their résumés, revise, print a polished copy and insert this into their work portfolio. (See "Applying the Computer", *Your Voice and Mine* 1, pp. 184-6.)
18. Refer to Resource 14, have students select an employment opportunity from a newspaper, bulletin board, etc., and write a covering letter. Have students peer edit, revise and hand in a polished copy for evaluation. (See Writing, "Peer Response Sheet" and Speaking, "Peer Feedback".)
19. Have students consider volunteer work as an avenue to acquire valuable work experience, to obtain references and to lead to full-time employment. Have students identify and discuss volunteer opportunities such as:
 - running errands for elderly people in the community
 - typing labels/stuffing envelopes
 - house-sitting or pet-sitting for people on vacation.

INTEGRATION ACROSS THE CURRICULUM

MATHEMATICS/SCIENCE

- Have students identify employment opportunities related to subject areas:
 e.g. Mathematics – bank teller, cashier
 Science – laboratory assistant, technology service worker.

SOCIAL STUDIES

- Have students peruse rural/urban maps to locate present/future job sites and employment opportunities of personal interest.

STUDENT SERVICES

- Guidance personnel and the Work Experience coordinators may organize job search workshops for students, which focus on preparing for employment, such as the job interview. Conferencing with these staff members for direction regarding coaching students through this phase of the job seeking process will be beneficial for both staff and students.

OCCUPATIONAL COURSES

- Many teachers spend significant amounts of time instructing students on career opportunities in their respective subject areas. Capitalize on this knowledge when students are developing their personal facts sheets.
- Provide opportunities for students to interview co-workers about strategies required to locate and gain employment.
- Have students categorize jobs of interest into the eight employment clusters of the occupational component and compare differences/similarities of obtaining jobs, employment interviews, etc.

COMMUNITY PARTNERSHIPS

- Invite members of the community into the classroom to present information about the job interview, such as:
 - an owner/manager of a small business
 - a personnel officer of a large private or public business
 - the manager of an employment service.Presentations may focus on clothing, personal habits, possible questions, answering techniques, body language, tone of voice and clarity of speech.
- Provide opportunities for students to interview local employees about locating/obtaining their job, interview experiences, etc. Compare/contrast information.
- Have students organize and conduct a community partnership activity to identify and locate employment opportunities of personal interest.

Resource 1

THE IDEAL JOB

Purpose: To provide opportunities for students:

- to examine personal views about jobs
- to increase interpersonal skills through group activity.

- A. Read the following list of characteristics of some jobs. Rank order the eight characteristics you believe to be most important in an ideal job.
- B. Compare your views with a small group of classmates and use decision-making strategies to rank the eight group characteristics of an ideal job.

<u>Characteristics</u>	<u>Me (A)</u>	<u>Group (B)</u>
Job security is good.	_____	_____
Co-workers are competent.	_____	_____
There is opportunity to develop abilities/skills.	_____	_____
Employees receive enough help and equipment.	_____	_____
The chances for promotion are good.	_____	_____
Employees see the results of their work.	_____	_____
Pay is suitable.	_____	_____
Fringe benefits are good.	_____	_____
There is enough time to get the job done.	_____	_____
Responsibilities are clearly defined.	_____	_____
Supervisor is competent.	_____	_____
People are friendly.	_____	_____
Hours are suitable.	_____	_____
Surroundings are pleasant.	_____	_____
Work is interesting.	_____	_____
There is a cooperative work environment.	_____	_____
The job is socially meaningful (chance to contribute and be of service to others in some way).	_____	_____

Resource 2

PERSONAL INVENTORY

Completing a personal inventory will assist you to recognize and discriminate between what you would like to do and what you are qualified to do. Answer the following questions with as much detail as possible and update them regularly.

1. What are your interests?

Likes: _____

Dislikes: _____

Favourite school subjects: _____

2. What abilities do you have to offer an employer (skills/talents, public speaking ability, working with children)? _____

Abilities needing development: _____

How will you develop these abilities? _____

3. What type of work environment do you prefer? (working alone/working with others, being supervised/supervising others, working inside/working outside, other (specify)) _____

4. Why do you want to work? (Rate the following reasons according to your needs.)

___ Experience ___ Money ___ Enjoyment ___ Career Development

___ Something to Do ___ Other (specify) _____

5. What are your career and personal goals?

Short term: _____

Long term: _____

6. What type of work would you enjoy doing. . .

Now? _____

In the future? _____

7. How can you become involved in this type of work. . .

Now? _____

In the future? _____

Reference

Job Search Information Guide, Special Education Services, Alberta Education, May, 1986, pp. 2-9.

Resource 3

PERSONAL FACT SHEET OUTLINE

PERSONAL DATA

Surname: _____ First Name: _____ Middle Name: _____

Mailing Address: _____ Permanent Home: _____

Address: _____

Telephone Number. Home: _____ Messages: _____

Social Insurance Number: _____

EDUCATION

School	Address	Dates		Program (e.g., certificate general)
		Start	Left	

WORK EXPERIENCE: OUTSIDE OF SCHOOL

Position	Employer/Company	Address	Dates	Supervisor
----------	------------------	---------	-------	------------

WORK EXPERIENCE: VOLUNTEER (e.g., mowing lawns, clean-up committee)

Type of Work	Dates	Skills Learned/Applied
--------------	-------	------------------------

WORK EXPERIENCE PROGRAM INVOLVEMENT

Position	Employer	Address	Dates	Supervisor
----------	----------	---------	-------	------------

NON-SCHOOL COURSES (e.g., first aid, driver training, hunter education)

Course	Certification Date	Skills Learned
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACTIVITIES**Clubs/Sports/Hobbies: (e.g., student union, 4H, basketball, sewing)**

Activity	Dates	Skills Learned/Applied
_____	_____	_____
_____	_____	_____
_____	_____	_____

Equipment Operation: (e.g., adding machine, computer, lawn mower, tractor)

Type of Machine	Length of Time	Skills Learned/Certificate
_____	_____	_____
_____	_____	_____
_____	_____	_____

Awards/Achievements: (e.g., academic, athletic, 4H, service)

Achievement	Dates	Skills Learned/Applied
_____	_____	_____
_____	_____	_____
_____	_____	_____

EXPERIENCE

Note: To help identify your skills and responsibilities, think back to each volunteer or paid work experience situation you were engaged in and ask yourself:

- was I responsible for money?
- did I assist with inventory, ordering, and receiving supplies?
- did I operate or repair machinery?
- did I have to keep records or books?
- did I deal with customer complaints?
- did I supervise others?
- did I have telephone answering responsibility?
- did I take care of filing? mailing?
- what machines/equipment did I operate?

Home/Neighbourhood Duties (e.g., mowing lawns, baby-sitting, farm work)

Position: _____ Dates: _____

Skills Learned/Applied: _____

Employer: _____ Address: _____ Phone: _____

Position: _____ Dates: _____

Skills Learner/Applied: _____

Employer: _____ Address: _____ Phone: _____

Formal Employment (e.g., delivering papers, cashiering, waiting on tables)

Position: _____ Dates: _____

Skills/Duties: _____

Emp'oyer: _____ Address: _____ Phone: _____

Supervisor: _____ Address: _____ Phone: _____

Starting Wage: _____ Leaving Wage: _____ Reason for Leaving: _____

Position: _____ Dates: _____

Skills/Duties: _____

Employer: _____ Address: _____ Phone: _____

Supervisor: _____ Address: _____ Phone: _____

Starting Wage: _____ Leaving Wage: _____ Reason for Leaving: _____

REFERENCES (attach photocopies of letters of reference)

Name	Address	Telephone	Occupation	Years Known
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

ADDITIONAL INFORMATION

The following are typical questions employers ask during reference checks. Use these questions to help you decide who could provide an employer with accurate, positive and honest comments about you. You may choose to discuss these questions with your referents as well.

Questions for previous employers

Would you rehire this person?
How long was this person in your employ?
What were this person's duties?
Did this person get along with others?
Was this person reliable? capable? punctual?
Why did this person leave your company?

Questions for personal references

How long have you known this person?
What could you say about the character of this person?
What are this person's areas of strength?
What are this person's areas of weakness?
How do you feel this person could fit into this position/organization?

Resource 4

WHAT'S THAT JOB ALL ABOUT?

Glue here two want ads that interest you.

1:

2:

Answer the following questions about your want ads:

	Ad 1	Ad 2
1. What is the job?	_____	_____
2. What is the top amount the job pays?	_____	_____
3. How much experience is needed?	_____	_____
4. What qualifications are needed for the job?	_____ _____	_____ _____
5. What are the hours of work?	_____	_____
6. Does the job require a car?	_____	_____
7. What are the benefits?	_____ _____ _____	_____ _____ _____
8. To where do you apply or write for the job?	_____ _____	_____ _____
9. What number can you phone about the job?	_____ _____	_____ _____

From *Secondary Vocational Schools Curriculum, Language Arts Year 4*, Theme: "Careers", Calgary Board of Education, 1983. Reprinted with permission.

Resource 5

INTERVIEW QUESTIONS

1. Why do you think you might like to work for our company?
2. What jobs have you held? How were they obtained and why did you leave?
3. What qualifications do you have that makes you feel you will be a successful at this job?
4. What personal characteristics are necessary for success in this job?
5. Why do you think you would like this particular type of job?
6. What qualifications/experiences do you have that makes you feel you are capable of doing this job?
7. Do you prefer working with others or by yourself?
8. In what school activities have you participated? Why? Which did you enjoy the most?
9. What courses did you like best? Least? Why?
10. Have you ever had any difficulty in getting along with fellow students and teachers?
11. How was your school attendance? Punctuality?
12. What are your special abilities?
13. What are your strengths and weakness?
14. Have you had any serious illness or injury?
15. Do you like regular hours? How do you feel about overtime work?
16. Do you like routine work?
17. What do you do to keep a good physical condition?
18. Is it an effort for you to be tolerant of a person with a background and interests different from your own?
19. How long do you expect to work?
20. When can you begin work?
21. What kind of boss would you prefer?
22. Can you take instructions without feeling upset?
23. What have you learned from some of the jobs you have held?
24. Can you get recommendations from previous employers.
25. What are your future vocational plans?
26. What do you think determines a person's success in a good company?

Resource 6

QUESTIONS STUDENTS COULD ASK DURING AN INTERVIEW

It is advisable to research a company/business before the interview and to prepare questions that you will want answered before you accept employment. Asking knowledgeable questions indicates interest.

- Questions relating to the following are appropriate:
 - orientation and training
 - type of work, duties and responsibilities
 - hours and location of the job
 - opportunities for advancement
 - company policy, procedures and benefits.
- Questions relating to educational opportunities may include:
 - "Will I have the opportunity to learn to operate any new machines or develop new skills?"
 - "Will I have the opportunity to acquire off site training?"
- Although an employee is entitled to know the wage scale, caution is advised when asking about money. Careful questioning is necessary to avoid the impression that money is the main reason for wanting the job.

Resource 7

DEAR KID

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before and maybe you believe by now that kids out of school can't find work.

But, I hired a teenager today. You saw him. He was the one with the polished shoes and tie. What was so special about him? Not experience. Neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the jeans, get a haircut and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire aren't "with" a lot of things. We know more about Bing* than about Ringo*, and we have some Stone Age ideas about who owes whom a living. Maybe that makes us pre-historic but there's nothing wrong with the cheques we sign, and if you want one you'd better tune to our wave length.

Ever heard of empathy? It's the trick of seeing the other fellow's side of things. I couldn't care less that you're behind in your car payments. That's your problem and the President's. What I needed was someone who'd go out in the plant, keep his eyes open and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders above the rest.

Look Kid: The only time jobs grew on trees was while most of the manpower was wearing uniforms. For all the rest of history you've had to get a job like you get a girl - ease the situation, dress half-decent and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison, you don't know the meaning of "scarce".

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him. For both our sakes, get eager, will you?

Donald E. Wood

*Teachers may substitute current artists, e.g., Ringo/Madonna; Elvis/Motley Crue, etc.

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Resource 8**INTERVIEW CHECKLIST**

Rate the candidates on scale of 1 to 5 in the following areas (5 being the best).

	1	2	3	4	5
PREPARATION					
1. Application/Résumé complete and well done.					
2. Familiar with company operations.					
3. Asked related questions.					
4. Related personal experience to the desired qualifications.					
5. References available.					
APPROACH TO THE INTERVIEW					
1. Candidate was on time.					
2. Appropriate dress.					
3. Firm handshake.					
4. Good posture.					
5. Eye contact.					
PRESENTATION					
1. Positive Attitude.					
2. Enthusiastic, willing to work.					
3. Did not show an over-concern about money.					
4. Communicated well.					
5. Appeared relaxed.					
6. Initiated discussion/asked questions.					
7. Displayed good listening skills.					
8. Thanked employer for the interview.					

From *Job Search Information Guide*, Special Education Services, Alberta Education, May 1986, pp. 7-9.

100

	1	2	3	4	5
EXPERIENCE					
1. Candidate relates experience to position.					
2. Qualifications include related experience.					
3. Candidate has appropriate education.					
4. Candidate is interested in further training.					
Comments: What I liked about this candidate					

Note: This form has been simplified. Usually employers use a more detailed form and a more complex rating scale during an actual interview.

Resource 9

INTERVIEW ERRORS

1. *One-word responses or responses that failed to provide enough information (71%).* By far, this was the most common error. Students often neglected to take advantage of a question by providing sufficient detail. Students often offer only one or two-word answers to the common questions such as "What have you done that shows initiative and willingness to work?"
2. *Lack of work-related and extracurricular experiences (49%).* Although this percentage may be inflated by a specific question asking about extracurricular activities, students often failed to link past volunteer and internship experiences to future job performance.
3. *Extreme difficulties in answering a question (40%).* This category included very long delay in responding, not answering the question that was asked, or failure to understand a question.
4. *Little or no knowledge of career opportunities (36%).* Again, this percentage may have been inflated by a question directed at knowledge of career opportunities; however, the large number of students who freely admitted that they had absolutely no knowledge of opportunities in their chosen field was surprising.
5. *Complaining about previous employers or quality of education (35%).* More than one-third of the participants spontaneously criticized their previous employers and their schooling.
6. *Bringing up negative, personal information (28%).* A number of students spontaneously brought up deficiencies. In some cases, this negative information alone might have cost them a job (e.g., "I really don't have any work skills"; "I get bored on jobs very easily").
7. *Lack of career focus (27%).* More than one-fourth of the participants voiced uncertainty about the careers they were pursuing or stated such varied and unfocused interests that it seemed to be a serious interview error.

Employers were asked to respond to the question "What are common errors made by perspective employees during an interview?" Results in percent and explanations are listed on the following page.

8. *"Run-on" responses* (21%). Several participants gave such long-winded, rambling responses that they were noted as errors by both judges.
9. *Vague responses* (21%). In some cases, responses were sufficiently vague or evasive to be considered significant errors by the observers.
10. *Failure to present skills and abilities* (19%). Certain participants were unable to describe work-related skills and abilities in response to a question asking for such information.
11. *Bizarre responses* (18%). Some participants provided answers that were so unusual that they were considered serious errors. In some cases these responses seemed to be self-deprecating; in others they were not (e.g., "I'm rebellious"; a reference to wanting to commit suicide; the use of profanity).
12. *Emphasis on salary* (12.5%). A few participants overemphasized the importance of salary. For example, they made references to choosing a career for the high monetary rewards; made such comments such as, "I only work for the money"; and complained about previous salaries.
13. *Poor use of grammar* (11.5%). The frequent misuse of grammar and use of slang terminology by participants was noted.

Reference

Riggio, R., and Throckmorton, B. "Effects of Prior Training and Verbal Errors on Students' Performance on Job Interviews", Journal of Employment Counseling, Vol. 24, No. 1, March 1987. pp. 10-16.

Resource 10

WHOM WOULD YOU HIRE?

HELP WANTED

Pretend that you are an employer. You wish to hire three people to work in your stores. Ten students have applied for a job. As the employer, choose which three you would hire and answer the questions on the next page.

- Judy - When Judy's mother asks her to help around the house, Judy usually says she has to do homework for school.
- Ron - Has never had a regular job for pay, but has earned money mowing lawns, shoveling snow, baby-sitting, and doing other odd jobs.
- Ivan - Has had three jobs in the past year. He quit each job to find a better one.
- Aisha - Gets good grades in school. Spends a lot of her spare time studying.
- Henry - Worked as a janitor for eight months. He was laid off when business was slow, even though the boss didn't want to let him go.
- Kurt - School records show many detentions for fooling around in school. Goes home after school to help get supper ready.
- Pat - After practising hard on the school gym team, she takes her time going home because she is expected to help mow the lawn.
- Ann - Checks the want ads every day. Has applied to many places trying to find a job.
- Kathy - Misses a lot of school. Has done a lot of baby-sitting for the past two years.
- Sean - Checks the bulletin boards every week for job openings. Often stops by to ask his counsellor about job opportunities.

In the spaces below, put down the names of the three people you would hire in your store. Next to each name, tell why you would hire that person.

List two questions you would ask each person.

Name: _____ Why? _____ 1. _____
 _____ 2. _____

Name: _____ Why? _____ 1. _____
 _____ 2. _____

Name: _____ Why? _____ 1. _____
 _____ 2. _____

In the spaces below, put down the names of the three people you would *not* hire. Next to each name, tell why you would not hire that person.

List two questions you would ask each person.

Name: _____ Why not? _____ 1. _____
 _____ 2. _____

Name: _____ Why not? _____ 1. _____
 _____ 2. _____

Name: _____ Why not? _____ 1. _____
 _____ 2. _____

Resource 11**SAMPLE APPLICATION FORM**

PLEASE PRINT

POSITION APPLIED FOR _____

COMPETITION NUMBER _____

(Use the appropriate position title. Complete a separate application for each position applied for unless otherwise instructed.)

HOW DID YOU LEARN ABOUT THIS COMPETITION? _____

(Specific location, person or newspaper)

PREFERRED LOCATION: _____

NAME: _____

PERMANENT ☐ PART-TIME ☐
TEMPORARY ☐ SEASONAL ☐

(Please check (✓) one of the above.)

SURNAME

FIRST

MIDDLE

MAILING ADDRESS

(Include the postal code.)

PERMANENT HOME ADDRESS

(Repeat the mailing address if it is the same as the home address.)

TELEPHONE: _____

RESIDENCE

BUSINESS/MESSAGES

ARE YOU UNDER 18
YEARS OF AGE?YES ☐
NO ☐

ARE YOU BONDABLE?

CANADIAN CITIZEN ☐YES ☐LANDED IMMIGRANT ☐NO ☐

SOCIAL INSURANCE NUMBER

(Complete or note that you have applied for one.)

IF SUCCESSFUL, DATE AVAILABLE FOR EMPLOYMENT: _____

(Provide the specific date.)

DESIRED SALARY: _____

(Use 'negotiable' or, better yet, research the position to determine a realistic range.)

EDUCATIONAL

INSTITUTION: _____ STARTED: _____ LEFT: _____ HIGHEST GRADE: _____
Month/Year Month/Year Certificate/
DiplomaSECONDARY: _____
(Copy information from your personal fact sheet.)

POST-SECONDARY N/A _____

OTHER: (i.e., non-school courses) _____

EMPLOYMENT HISTORY (Most recent first.)

EMPLOYER: _____

**POSITION
AND
DUTIES:** _____

ADDRESS: _____

(Use a copy of the job description
or detail specific activity.
Use action words.)

TELEPHONE: _____

TERM OF EMPLOYMENT: _____

SUPERVISOR: _____

REASON FOR LEAVING: _____
(State in a positive manner.)**EMPLOYMENT HISTORY** (Most recent first.)

EMPLOYER: _____

**POSITION
AND
DUTIES:** _____

ADDRESS: _____

(Use a copy of the job description
or detail specific activity.
Use action words.)

TELEPHONE: _____

TERM OF EMPLOYMENT: _____

SUPERVISOR: _____

REASON FOR LEAVING: _____
(State in a positive manner.)**EMPLOYMENT HISTORY** (Most recent first.)

EMPLOYER: _____

**POSITION
AND
DUTIES:** _____

ADDRESS: _____

(Use a copy of the job description
or detail specific activity.
Use action words.)

TELEPHONE: _____

TERM OF EMPLOYMENT: _____

SUPERVISOR: _____

REASON FOR LEAVING: _____
(State in a positive manner.)**REFERENCES:**

	NAME	ADDRESS	TELEPHONE	OCCUPATION	YEARS KNOWN
1.	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____

GENERAL INFORMATION (Hobbies, Activities, Volunteer Work)

(Use action words to describe additional skills, experiences, or extracurricular activities related to the position.)

DECLARATION: I HEREBY DECLARE THAT TO THE BEST OF MY KNOWLEDGE, THE INFORMATION ON THIS APPLICATION FORM IS COMPLETE AND ACCURATE IN EVERY RESPECT. I UNDERSTAND THAT A FALSE STATEMENT MAY DISQUALIFY ME FROM EMPLOYMENT OR CAUSE MY SUBSEQUENT DISCHARGE IF I AM EMPLOYED.

DATE: _____ **SIGNATURE:** _____

NOW, WHAT IS YOUR FIRST IMPRESSION WHEN YOU REVIEW YOUR APPLICATION?

From *Job Search Information Guide*, Special Education Services, Alberta Education, May 1986. pp.5-11, 5-12. Reprinted with permission.

Resource 12

FUNCTIONAL RÉSUMÉ

Marcie Caroll
10 Stanley Street
Here, Alberta
T6W 0S1

Phone: 272-5631

Messages: 272-3897

(Between 8 a.m. and 5 p.m. with Mr. Whitecotton)

Planning

Day camp assistant: supervised and instructed students aged 4-12 years. Activities included games, crafts and camping exercises.

Teacher aide: planned and conducted learning activities for kindergarten students as part of a school work experience program.

Students' union room representative: organized events and communicated with planning committees, teachers and fellow classmates.

Leadership

Assistant coach: provided leadership while coaching a junior soccer team. Supervised games and practices and instructed players on rules and techniques.

Public Relations

Sales clerk: was responsible for customer service, sales transactions and upholding standards in customer relations.

Special Skills

Organize siblings re household chores.

Make meals at home.

Care for my 4H calf.

Education

Presently in high school, Grade 10.

References

Available upon request.

Resource 13

CHRONOLOGICAL RÉCUMÉ

Marcie Caroll
10 Stanley Street
Here, Alberta
T6W 0S1

Telephone: 272-5631
Messages: 272-3897
between 8:00 and 5:00
(Mr. Whitedotton)

Education

1983 - 1986

City High School
9761 - 39 Avenue
Here, Alberta T3M 4J3
Graduated June, 1986

Employment History

September 1, 1985 - Present
Part-time employment
Supervisor: Ms June Green
Telephone: 272-3156

Sales Clerk, Spruce Avenue Mall
1476 - 21 Street, Here, Alberta
T3M 4J3
- responsible for customer service: in-person and over the phone
- completed sales transactions

July 1 - August 31, 1985
Summer employment
Supervisor: Mr. Boris Brown
Telephone: 272-3752

Grounds Person, Evergreen National Park,
Box 281, Range Hills, Alberta
T6J 4P8
- member of Range Hills campsite grounds crew
- maintained campsite facilities
- participated in tree planting program

July 1 - August 31, 1984
Summer employment
Supervisor: Mrs. C. Black
Telephone: 272-4231

Day Camp Assistant, The Boughs Camp
Box 97, Here, Alberta
T5A 3Z7
- supervision of children (ages 4-12 years)
- assisted day camp leader with activity plans and program evaluation

Volunteer Experience

April - October, 1985

Soccer Coach, Treeside Community League
- organized practice and game schedules
- instructed players on rules and techniques
- supervised games, practices and tournaments

(Chronological Résumé Handout – Page 2)

Special Skills

- Organize siblings re household chores.
- Make meals at home.
- Care for my 4H calf.

Additional Information

- teacher's aide for kindergarten students as part of my school work experience program (City Elementary School, February - June, 1985)
- elected students' union room representative for the City High School, 1984/85.

References

- available upon request

Resource 14

COVERING LETTER

10 Southeast
Mytown, Alberta
T3B 1C9
April 10, 1990

Mrs. R. Flint
Personnel Officer
Mytown Community Services
Mytown, Alberta
T3B 1C9

Dear Sir:

I would like to apply for the position of community maintenance worker, as advertised April 7, 1990.

I have experience with the equipment used to maintain lawns because I am responsible for the yard work at my home. I also mow lawns for two of our neighbours on a volunteer basis. I can use gasoline and electric hand mowers, a roto-tiller, a lawn tractor and various hand tools. Additional information is included in my attached résumé.

I am available for an interview at your convenience and may be contacted at 296-3170, or messages may be left with Mrs. Marvin at 439-7260 between 8:00 a.m. and 5:00 p.m.

I look forward to hearing from you.

Yours truly,

Terry Miller

WRITING DOMAINS

INTENT OF THE AUTHOR	SENSORY/DESCRIPTIVE	IMAGINATIVE/ NARRATIVE	ANALYTICAL/ EXPOSITORY
INFORM	<ul style="list-style-type: none"> ● newspaper stories ● postcards ● thank you notes ● telephone messages ● charts ● forms ● eyewitness reports ● logs/journals ● instructions 	<ul style="list-style-type: none"> ● newspaper stories ● instructions ● recipes ● biographies ● eyewitness reports ● reports based on interviews ● conversations ● logs/journals 	<ul style="list-style-type: none"> ● explanations ● comparisons/ contrasts ● paragraphs about a sequence of events ● reports based on indirect sources of information
ENTERTAIN	<ul style="list-style-type: none"> ● descriptions ● poetry ● mime ● stand-up comedy 	<ul style="list-style-type: none"> ● short stories ● biographies ● tall tales ● riddles ● cartoon strips 	<ul style="list-style-type: none"> ● science/nature television programs ● documentary programs ● historical movies/ novels
PERSUADE	<ul style="list-style-type: none"> ● advertisements ● political speeches ● charity campaigns 	<ul style="list-style-type: none"> ● parables ● fables ● advertisements ● dramas 	<ul style="list-style-type: none"> ● propaganda ● editorials ● advertisements ● opinions ● debates ● advice
LITERARY – AESTHETIC	<ul style="list-style-type: none"> ● poetic descriptions ● expression of feelings and actions ● "sights and sounds" assignments 	<ul style="list-style-type: none"> ● short stories ● haiku, cinquain ● myth, legend ● "memorable time" assignments 	<ul style="list-style-type: none"> ● plays ● ballads

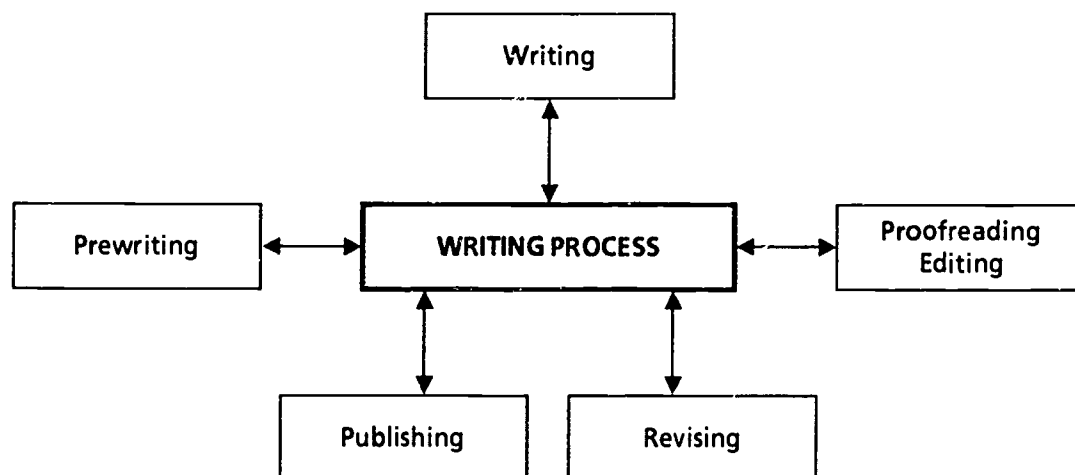
Reference

McLure, Susan. *The Writing Lab*, Alberta Vocational Centre, 1987.

THE WRITING PROCESS

The **WRITING PROCESS** is recursive, rather than linear. **WRITING INVOLVES CONTINUOUS MOVEMENT BETWEEN AND AMONG THE VARIOUS STAGES IN THE PROCESS.**

e.g., When revising a paragraph, the writer may return to the prewriting stage for new ideas and/or directions.



The **WRITING PROCESS** will include the following:

PREWRITING ACTIVITIES

1. Generate ideas
 - brainstorm
 - use semantic webs and maps
 - read, discuss, ask, view, listen.
2. Organize information
 - identify the audience
 - identify a subject, topic, main idea
 - apply various strategies to generate and organize information, such as semantic webs and maps, de Bono's thinking skills strategies, charts, lists, etc.
 - recognize personal feelings about the subject, topic, main idea
 - determine the purpose of writing
 - write a thesis statement.

The thesis statement (topic sentence) introduces the subject, interests the reader, suggests what details will follow and provides the writer's point of view.

e.g., People from all over the world travel to Alberta for their summer vacation.

- discard details that are not relevant to the thesis statement

- determine a focus and use the remaining information to enhance that focus.
e.g., Focus on life experiences and use personality characteristics and physical details to add interest and/or to support the main focus.

WRITING ACTIVITIES

Students will write several drafts which will be self, peer and teacher edited. Teachers must prepare students for peer evaluation by clarifying the focus of the evaluation and by having peers provide constructive criticism and positive comments. (See Writing, "Peer Feedback".)

Teachers should model editing behaviour with individual students and/or with the entire class before using a peer editing strategy.

Students will:

- introduce the topic in a brief and interesting fashion
- expand on the topic, provide facts and supporting details in one or two body paragraphs
- conclude the paragraph/report by summarizing the topic and point of view.

REVISING ACTIVITIES

Students will revise their writing following self, peer and teacher appraisal. Various strategies may be used when revising material:

- read aloud to self or a classmate
- read, record and play back writing
- delete, rearrange, modify and add words, sentences and paragraphs
- return to prewriting activities and ideas when necessary
- ask the following questions:
 - Is the thesis statement thorough and clear?
 - Is the point of view expressed clearly?
 - Are the facts true and do they relate to the thesis statement?
 - Are the facts supported by appropriate and relevant details?
 - What should be increased, decreased, removed?
 - What is good? needs improvement?
 - Does the conclusion sum up the topic and point of view?

PROOFREADING/EDITING ACTIVITIES

Students will proofread/edit personal writing and, when they are comfortable, include peers in proofreading/editing stages.

Students will:

- check grammar, spelling, punctuation, sentence structure
- use a dictionary, thesaurus, handbook, etc.

PUBLISHING

Students will write or use a word processor to print a final copy.

Strand: Writing

WRITING PROCESS

I. Pre-Writing		II. Active Writing	III. Post-Writing	
1. ESTABLISHING THE CONTEXT 1. Focussing prior knowledge 2. Building background <div> <p>through</p> <ul style="list-style-type: none"> - listening to tapes, music, readings and environmental sounds - discussing - experiencing and observing - brainstorming - playing and inventing games - role playing - reading - viewing pictures, videotapes, films - interviewing - semantic mapping </div>	2. FOCUSING ON THE WRITING TASK 1. Forming intentions 2. Making decisions in keeping with the writer's intention, regarding form audience purpose of writing 3. Gathering ideas about content vocabulary order relationships among ideas <div> <p>through</p> <ul style="list-style-type: none"> - brainstorming - jotting down words and ideas - questioning - talking in small groups - note taking - using reading models - developing storyboards - webbing - listing and classifying words and ideas - using RAFTS </div>	3. COMPOSING AND WRITING THE FIRST DRAFT 1. Making initial selection of ideas, words and sentences 2. Incorporating emerging ideas or information 3. Consulting, if necessary, with teachers or other students 4. Continuous editing and note making	4. EDITING AND PROOFREADING 1. Reading for clarity and cohesion 2. Sharing for affective response and constructive feedback 3. Making decisions about reordering, deleting, or adding ideas 4. Proofreading for mechanics spelling grammar usage punctuation <div> <p>through</p> <ul style="list-style-type: none"> - reading aloud - listening to one's written work read aloud by others - taping for revision purposes - sharing in small groups - conferencing with teacher - using editing groups or partners - using proofreading stations </div>	5. RESPONDING 1. Informal sharing of written work in class 2. Presenting written work personally to a variety of audiences 3. Publishing for a wider audience 4. Reconstructing in another medium <div> <p>through</p> <ul style="list-style-type: none"> - reading aloud - displaying work in the classroom or other areas of the school - publishing in newspapers, newsletters, or anthologies - scripting and presenting readers' theatre - creating murals, mobiles, dioramas, posters - choral speaking - dramatizing - presenting puppet plays - producing audio-visual presentations - taping with sound effects and music </div>

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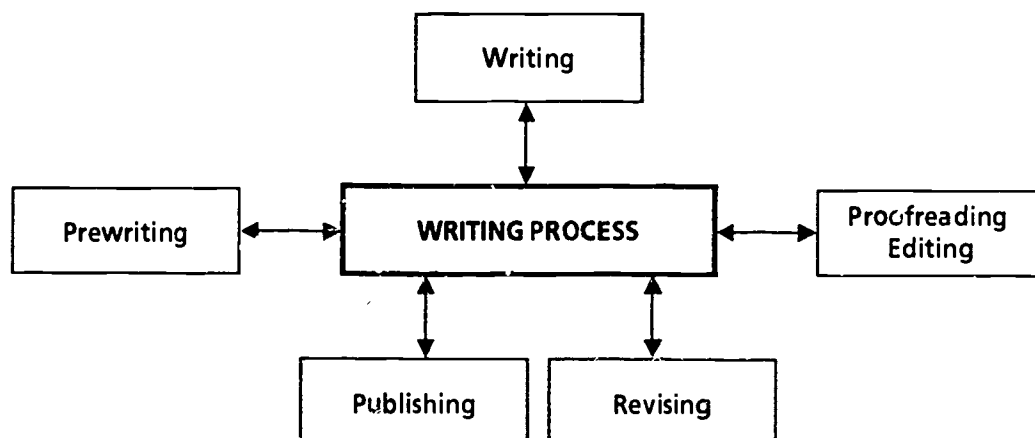
COMPUTERS AND THE WRITING PROCESS

Computers and word processing programs can be used in the classroom to enhance students' prewriting, writing and post-writing performances. Computer assisted activities could include:

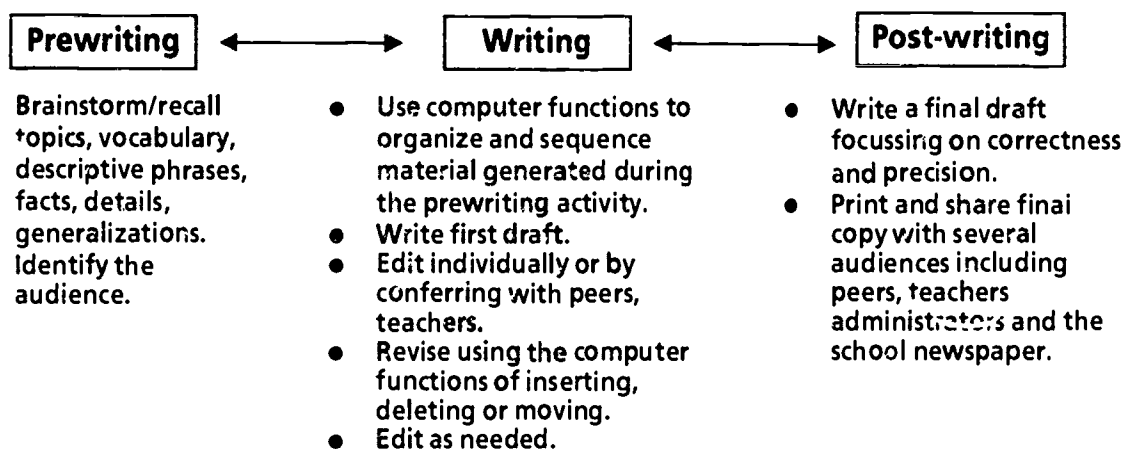
- daily/weekly journals
- paragraphs
- reports
- stories
- letters
- special occasion cards
- personal dictionaries
- poetry.

The **WRITING PROCESS** is not linear. Writing involves continuous movement between and among the various stages in the process.

e.g., When revising, the writer may return to the prewriting stage for new ideas and/or direction.



The following illustrates computer/word processing program use in the language arts classroom.



Reference

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

JOURNAL WRITING

Many approaches to the journal writing component of the English program are possible. A prime benefit may be that journal writing encourages an expression of the student's own voice which may be lacking in the overall written demands of the total school program. Journals also promote writing for purposes other than evaluation by the teacher. Thus, journal writing may be seen as a non-threatening activity. Journals are generally not evaluated, although teachers may wish to expand their use as a learning tool by offering specific, non-threatening suggestions. Computers and word processing programs may be used by students for journal writing.

SUGGESTIONS FOR JOURNAL WRITING

- use them actively and often
- encourage students to use a loose-leaf binder
- partake in this activity and share entries with the class
- use journal writing to stimulate discussion, to brainstorm and to build a trusting atmosphere for sharing
- read them to gain insights into students' thinking: their concerns, problems, fears, joys, anxieties and their thoughts about other subjects
- give feedback, but avoid evaluative statements about the writing itself: what matters is the attempt to write
- journals are not for everyone . . . but you may only find that out by trying.

TITLES AND TOPICS FOR JOURNAL WRITING

- | | |
|-----------------------------|--|
| ● Community Partnership Log | <ul style="list-style-type: none"> - comments and descriptions of projects - new words/technical vocabulary to learn - sketches, diagrams, explanations, questions |
| ● Science Journal | <ul style="list-style-type: none"> - definitions of terms - notes on observations - notes on concepts they do not understand |
| ● TV Viewing Journal | <ul style="list-style-type: none"> - schedule for viewing - programs watched and reasons - summarize a TV movie enjoyed recently - summarize events of a serial program and make predictions |
| ● Social Studies Journal | <ul style="list-style-type: none"> - students' reactions to controversial issues in the news: <ul style="list-style-type: none"> - elections - laws - travel |
| ● Personal Growth Journal | <ul style="list-style-type: none"> - this could be a form of diary summarizing concerns at home, friendships, difficulties with friends. |

References

Fulwiler, Toby. "Journals Across the Disciplines". English Journal Vol. 69, 9, December 1980, pp. 14-19.

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988.

A SEQUENCE OF WRITING ASSIGNMENTS

Developing the writing skills of Integrated Occupational Program students involves not only a linear sequence of progressively more demanding skills, but also practice in previously acquired skills applied to novel contexts. Ideally, students will learn more, and become better at what they already do. The sequence of assignments proposed in the following pages advocates a spiral approach where one concept or skill will lead to another, more advanced, concept or skill. Individual differences in growth rates and patterns may mitigate against any universal sequence or pacing. The following suggestions may be useful for designing a progression of writing assignments that will allow language experiences to build upon and reinforce each other. The art of sequencing also involves altering and adjusting the assignments to suit the individual needs and growth patterns of students.

The most important characteristic of the writing program is that it provides successful writing experiences for all students by:

- facilitating the development of students from their present skills and knowledge base to progressively more advanced levels
- structuring assignments in ways that ensure the success of every student in the class.

Students may require assistance in the basics of writing, such as grammar, syntax, development, coherence, organization, or punctuation. Students may be concrete, rather than abstract thinkers. Teachers are encouraged to use student personal language and experiences in initial writing assignments.

Using word processing programs may assist students to write. (See Writing, "Computers and the Writing Process".)

MEMORY WRITING (Grades 8 through 12)

It is common to find Memory Writing among the first assignments. Perhaps it is a favoured direction because it lends itself so well to a wide range of writing abilities, always beginning with where the students are at in the development process, and what they know best. In addition, the writing experiences can readily be integrated into the thematic approach advocated. Thus, Memory Writing might include the following assignments:

A: A DESCRIPTION OF A FAMILIAR PLACE

This assignment is readily structured to adapt to the writing abilities of all students. The focus is on sensory detail and concrete experience. With the more competent and developmentally mature students (not Grade 8 students, and only carefully selected Grade 9 students), experiment with requiring an expository or analytical edge to this writing. For example, have students explain the psychological reasons why the place attracts them. This assignment is effective in that the students can easily generate specific details due to their familiarity with the subject matter (a place they know well). They are required by the assignment to find a controlling idea (a unifying thesis) for the work which is the identification of the psychological reasons behind their attraction to their favourite place, and they are forced to analyze as opposed to just describe. The process of analysis, however, is facilitated through the description itself and grows naturally from it. Thus, the student is forced to

make certain observations and conclusions about observed data, but since the data is so familiar, he is able to work within the abstract framework with comparative ease.

For example, one student's description dealt with a place where he sought shelter frequently – his car. The work, entitled "Heavy Chevy", described the plush interior of the car as a private world which he used as an escape from the public, crowded world of home and school. The student then proceeded to explain that the car was something he owned rather than shared with others and that it became a quiet place to think about his goals and dreams.

B: A BIOGRAPHICAL SKETCH

"A Biographical Sketch" might be the next assignment in the sequence. Specific topics might include someone who has had a profound effect on the students' lives, a hero, the object of a "crush", a film star, or a sports personality. Look for student growth along the following levels:

- level one - contains only physical descriptors
- level two - consists of role information and descriptions of specific concrete behaviours
- level three - includes general evaluations (e.g., "nice", "generous")
- level four - includes general recurring behaviours (e.g., "he always wants to be boss")
- level five - includes a description of psychological characteristics.

The analytical section of this assignment is the identification of an overriding quality about a specific person's behaviour that may cause him/her to dress, speak or act in a certain manner. To an extent, the students are asked to psychoanalyze someone's personality, looking for certain cause-effect relationships between personality traits and overt behaviours (level five).

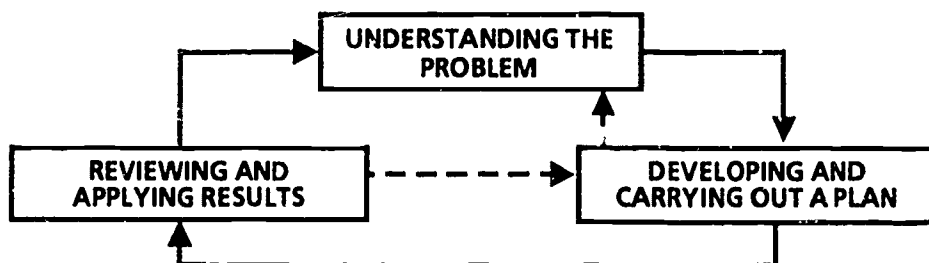
NARRATIVE WRITING (Grades 8 through 12)

Narrative writing encourages students to develop in the abstract domain. Provide opportunities for students to apply critical and creative thinking strategies (see Process), such as brainstorming, semantic webbing and mind mapping to expand their imaginative capabilities. The creative expansion of ideas may enhance students' abilities to think in the abstract, rather than the concrete mode.

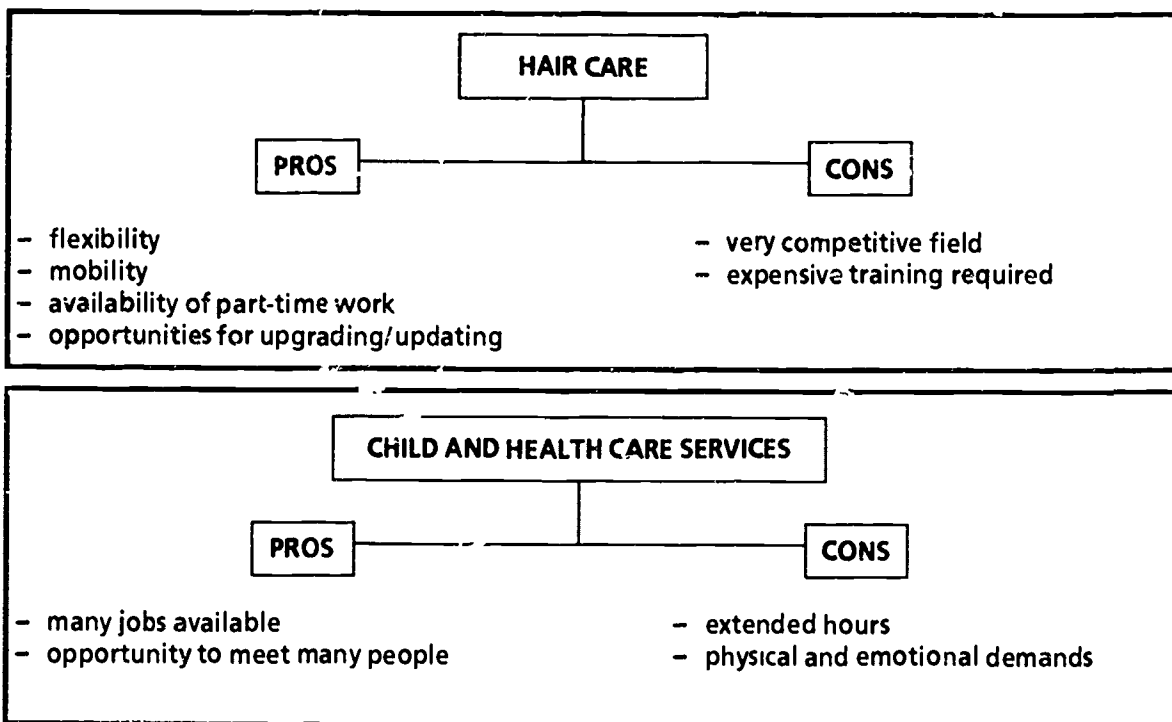
PROBLEM ANALYSIS WRITING (Grades 11 through 12)

The problem analysis assignment appears to take one step backward but actually takes a few forward. The step backward, if it can be so termed, is the focus on a personal problem; the steps forward result from the students' examination of several courses of action, options or feasible solutions in which they analyze the strengths and weaknesses of each.

Begin by providing students with a simple problem-solving framework such as:



This type of analysis may appear sophisticated but students can usually comprehend it with relative ease when working with a familiar topic, such as a personal dilemma. Students may write about their confusion over an issue such as which occupational course they should choose. They should discuss the advantages or disadvantages of two or more choices before them and then weigh the pros and cons of each to arrive at priorities. For example, the student who is deciding whether to enrol in "Hair Care" or "Child and Health Care Services" may, in the prewriting stage, develop a semantic web as illustrated in the following:



The very process of examining the advantages and disadvantages, weighing priorities and looking for feasible direction is a skill that students will hopefully transfer to a problem analysis dealing with a more academic topic outside the personal realm. Such writing is often required in the other courses students may be taking.

RESEARCHING AND REPORTING (Grades 10 through 12)

Gathering knowledge is prerequisite to many assignments based on writing and abstracting from new material. Students must learn to acquire information both from within and outside of themselves, even though it may be a difficult leap for them to rely on the information and thought processes of others. (This assignment should not be attempted until students have developed strategies for solving problems independently.)

Information sources within oneself:

- What invention constructs (imagining)
- What memory stores (recalling)
- What logic infers (reasoning)
- What intuition reveals (meditating)

Information sources outside of oneself:

- What the environment shows (witnessing)
- What other people know (interviewing)
- What records store – books, films, tapes (researching)
- What experiments prove (experimenting)

Students will often be asked to interview a friend, a family member, or their employer, in assignments for occupational courses to gain insights into the world of work. Structuring an "I-Search" report as an integration assignment with these courses will be of great benefit to students. (See Writing, "I-Search Report".)

To report on information that originates from within themselves, students may choose to write a saturation report in which they not only observe and communicate but also experience a situation in order to complete the writing assignment. For example, they may simulate the experience of being handicapped (e.g., confined to a wheelchair for one school day) or living in extreme poverty (e.g., fast for one day, or only permitted to eat one bowl of rice).

A more demanding assignment would request students to synthesize information from two or more sources outside of themselves and analyze, evaluate and report.

PERSUASIVE WRITING (Grades 11 and 12)

Persuasive writing requires sophistication in social perspective taking. Initial role playing and role switching activities such as the following will help to set a focus:

Divide the class into groups of four. On prepared cards, present students with a problem, as well as the names of four stakeholders (each student has one role to play). Begin the role playing by having each student role play their individual. Then, without warning, have students pass their cards to the right and assume the new role. For example, the problem could be cheating on exams from the perspective of: the student, other students, the teacher and the principal.

In summary, I.O.P. students must be given many and varied opportunities to write. These assignments must provide for success by incorporating individual student's needs and abilities. Any writing assignment can be adapted to provide for student success. Further ideas for structuring writing assignments can be found in:

- *Active Voice: A Writing Program Across the Curriculum.* James Moffett. Boynton/Cook Publishers Inc., 1981.
- *A Success Curriculum for Remedial Writers.* Gerald Camp, Regents of the University of California, Berkeley, 1982.
- *Talking into Writing: Exercises for Basic Writers.* Donald L. Rubin and William M. Dodd, National Council of Teachers of English, 1987.
- *A Sourcebook of Consequential Composing Activities.* Marlene Scardamalia, Carl Bereiter, Bryant Fillion. OISE Press, Toronto, 1981.

MEMORY WRITING: A MEMORABLE TIME

Purpose: To write a short composition (minimum of one paragraph) about a memorable time in your life.

Follow these steps in your writing.

A. Prewriting

1. Think about the times/events in your life that were happy/safe or frightening/sad. To aid your thinking, draw two columns. Label one "Happy/Safe" and the other "Frightening/Sad". Now jot down ideas from your past under each heading.
2. Decide which time from your past was the most memorable. Circle it. This will be your topic. Think about this topic and its importance to you. What would you like to convey to your reader about the topic? By thinking about your reasons for wanting to write about this particular topic, you will discover your purpose for writing and your main claim or thesis. Write this purpose down in a single sentence.
3. List at random as many details (supporting evidence) as you can about your topic, using all of your senses to recall it: sight, sound, smell, taste, touch. List thoughts and feelings that you had at the time or ones that occur to you now. List any descriptive words or phrases that come to mind.

Put a check mark beside the details that you want to include in your writing. Number these items in an appropriate order.

B. Writing

Write (double spaced) the first draft of the assignment. You might want to begin with your central idea or thesis so that your reader/audience will know what you are going to write about, or you might just let the details of your account create the mood on their own.

Write freely, without worrying about grammar and spelling. Try to follow some form of organization so that your reader can easily follow what you are saying. For instance, a story (narrative) usually has a beginning, a middle and an end. Your organization can always be changed or improved upon in your next draft. The important thing at this stage is to get your ideas down on paper.

C. Revising

1. Read your writing to yourself first (aloud works best). Make any changes or notes in the margin to yourself. Then read it to your instructor or to a fellow student as directed. This step is a check for content, not mechanics. Your audience should check:
 - Is your main idea clearly expressed? Does your purpose come through clearly?
 - Is there good/sufficient detail to support your thesis?
 - Is there a logical, easy-to-follow development of ideas, or does the reader "get lost" at any point?

Note these reactions to your writing, especially what your audience thought were the best parts or aspects of your writing.

2. Write a second draft, revising the first (not merely re-copying). Be prepared to add (more detail if required), delete (remove weak parts), move ideas (for better organization) or change parts of the original.

D. Proofread/edit

1. Re-read yourself and check for spelling, punctuation, grammar, word choice, etc. Use a dictionary and an English handbook if necessary.
2. Read it to your instructor or a fellow student as directed. Correct any remaining errors.

E. Publish

Write or word process a neat final draft.

Note: Label each draft (1st, 2nd, 3rd, final, etc.) and keep all prewriting lists, etc., so that it is clear which steps have been taken to produce the final writing.

MEMORY WRITING: DESCRIBING A FAMILIAR PLACE

Purpose: To write a paragraph/report that vividly describes a place.

A. Prewriting

1. Take a few minutes to brainstorm a list of places you've been to. Don't rush and don't censor your ideas. Just list any place that comes to mind. Make those places specific. If you list the Calgary Zoo, for example, list specific areas of the zoo you remember well. Visualize the place in your mind. This often works to trigger more ideas.

Here are some suggestions to start you thinking. Think about ...

- specific places in your home
 - places out of doors, places with sand or water or cliffs, etc.
 - stores, schools, jobs
 - secret, dangerous or peaceful places
 - places you've known very late at night or very early in the morning
 - a highway, a street, a path
 - a place you knew when you were very young.
2. Look over your list and star a few places you have a feeling for, whether it is a positive or negative feeling. Circle the place that you recall the most vividly. This is your subject.
 3. Freewrite (non-stop writing for ten minutes).

Put yourself in the place you have chosen. For ten minutes direct your writing to describing that place in present tense, as if you were there now. For example, "I am sitting on the steps looking down to the basement. It is dark except for the crack of light under the door . . ." (If present tense hampers you, then use past tense.) Try to include in your writing all of the details that you can recall; specific sounds, smells, tastes, textures, sights, etc.

Write steadily, without rushing, without stopping, without editing your writing.

Re-read your freewriting and mark or highlight whatever ideas, words, or phrases you like. If more ideas come to you, list them at the end of your freewriting. (If you were not pleased with your choice of a place, choose another from your list and freewrite about it for ten minutes.)

B. Writing

Write the first draft of your paragraph of description. Take whatever ideas you liked from your freewriting and include them in this draft. Remember that you are trying to convey to your reader a strong sense of the place you recall. Begin with a general impression or mood of the place and then use specific/concrete details that appeal to the senses. Include images or comparisons that will help the reader to experience this place as you did.

C. Revising

Read your writing to yourself and make any changes that you wish to make.

Read aloud to instructor or fellow student(s) as directed. The audience should be reacting to the content and organization of the paragraph and should check such things as:

- Is it clear what place is being described?
- Does the writer give a general impression of the place?
- Are there specific/concrete details which support this general impression?
- Are there good, sensory details which appeal to the senses? Which senses?
- Does the writer use any imagery or comparisons to add vividness to the scene he describes?
- Is the description easy to follow? Is there a pattern to the organization of the details (near to far, top to bottom, inside to outside, etc.)?

Write the second draft (adding to, deleting, changing, reorganizing, etc.) based on the feedback you get from your reader/audience.

D. Proofreading/Editing

Proofread by reading work aloud to self first, and then to instructor or fellow student as directed. Check points of grammar, punctuation, etc. with an English handbook.

E. Publishing

Write or word process a neat final copy.

MEMORY WRITING: A BIOGRAPHICAL SKETCH

Purpose: To write a biographical sketch about a member of your family, someone you know well, or an historical/present important individual.

Length: approximately three paragraphs.

A. Prewriting

1. Begin by identifying your point of view toward the subject (affection, admiration, curiosity, irritation, tolerance, etc.).

Now write a thesis statement (purpose of writing) that introduces the reader to your subject, makes the reader want to know more, suggests what details will follow, and conveys the writer's point of view about the subject (e.g., "My mother, bless her, is as stubborn and independent at 75 as she was as a young woman.").

2. Below your thesis statement, write three headings:

Physical Details

Personality Traits

Life Experiences

Now, list approximately ten details that support your thesis statement under each heading.

3. Read over your list and consider each detail. Does it support your thesis statement? If it doesn't fit, cross it off; or, if it seems like an essential element, modify or change your thesis statement in order to accommodate it.
4. Decide on a method of organization that will develop your thesis statement so that the reader will react to your subject in the same way that you do. To help determine a method of organization, look at your longest list of details. If it is personality traits, you might focus your writing on these details and use information from the other two only as needed to sharpen that focus.

B. Writing (first draft)

- Begin with a short introductory paragraph to introduce your subject in an interesting way and state the information in your thesis statement.
- Write one or two body paragraphs developing your point of view toward your subject according to the pattern of development decided upon.
- Write a short concluding paragraph, summing up point of view and/or ending with a clinching statement about your subject.

C. Revising

Read your composition aloud to a classmate, group or instructor. Your audience should consider:

1. What point of view was expressed by the thesis statement?
2. What details best support thesis statement?
3. Around which category was the sketch organized (physical detail, personality traits, life experiences, or a combination of two or three)?
4. What reaction did the writer lead you to have about his/her subject?

Write a second draft, revising original where necessary. This may involve adding details, deleting material, changing details or structure, etc.

D. Proofreading/Editing

Correct grammar, spelling, punctuation, and sentence structure. Reading aloud to another person is the best method to use for locating errors. If sentence fragments are a problem, read your composition backward, one sentence at a time. If a sentence unit does not make sense as read, consider attaching it to previous sentence or adding omitted information.

Use dictionary, handbook, etc., to check points of usage.

E. Publishing

Write or word process a final, neat copy.

A COMPOSITION OF OPINION

Purpose: To write a paragraph/essay on a person/issue you feel strongly about.

A. Prewriting

1. Take five minutes to write as many sentences as you can based on this model:

"Some people think that . . . , but I think that . . ."

e.g., Some people think that immigrants weaken Canada, but I think they make it stronger.

2. Pick one of your "seed" sentences and freewrite for ten minutes, developing the first part (what others think) and then the second part (what you think). Write freely without interruption.
3. Write an outline or draw a mind map for each opinion, using ideas from your freewriting. If you think of new ideas or details, add them to your outline.

B. Writing

Write the rough draft of a composition, developing ideas from your outline or map. Remember, the second paragraph should show a different (contrasting) opinion from the first paragraph or it should correct a misconception you described in paragraph one.

C. Revising

Read and revise your rough draft.

D. Proofreading/Editing

Read your corrected draft aloud to the instructor or a fellow student and correct the mechanics.

E. Publishing

Prepare a final, neat copy.

For permission to reprint copyrighted material, grateful acknowledgement is made to Alberta Vocational Centre for excerpts from *The Writing Lab* by Susan McLure, 1987, pp. 17A-17B, 17E-17F, 17H-17I.

I-SEARCH REPORT

Students may need assistance in developing research skills, such as locating and gathering information from secondhand sources, analyzing and evaluating the veracity of information, synthesizing information from a variety of sources and extracting needed information. A thoughtlessly assigned research project may become a lesson in plagiarism rather than a useful learning activity.

I.O.P. students can, however, successfully research and report information. A logical starting point is to have students engage in an I-Search Report where the information must come directly to the student through activities such as interviewing or simulated experience (e.g., reporting on the plight of the disabled by experiencing confinement to a wheelchair for one day). The I-Search Report may require extensive time for both in-class and out-of-class activities. A time span of four to six weeks would be appropriate. Students should follow the steps below in creating an I-Search Report.

1. Choose a topic. Brainstorm/list several issues/topics/people that you are curious about. Select one for the I-Search Report.
2. Narrow the topic. List questions you want answered about the topic.
3. Determine what you already know and what you really need to know by making a chart:

WHAT I KNOW	WHAT I NEED TO KNOW

4. Confer with your classmates and brainstorm for sources of information on your chosen topic. Tell your group how you became interested in the topic and what you need to know. Ask them for suggestions, names, addresses, phone numbers of experts, and so on.
5. Extend your list of possible sources of information. Find experts or authorities, films, tapes, newspapers, magazines, etc.
6. Before you interview people about your topic, determine the most appropriate way to approach them; e.g., through an introduction, approaching individuals directly, using the telephone or writing a letter.
7. Schedule an interview time that is suitable to them.

Prepare interview questions ahead of time to avoid questions that could be answered with "yes" or "no". (See Speaking, "Developing Questions".)

8. Know something about the topic before you interview. Approach your interviewee positively. Avoid "I'm sorry to bother you. I know you're a very busy person and don't have time to talk to little people like me. . . ." Authorities are usually busy or they wouldn't have become experts. They often appreciate helping others because it provides the opportunity to talk about something they enjoy.

9. If you are concerned that experts may not have time to spare, begin by asking them where you might look for information and advice on your topic. You have provided them with the opportunity to refer you to other people or locations to obtain information if their time is restricted.
10. Take notes by jotting down any pertinent information you obtain from the interview.
11. Test and compare the statements of experts. Determine whether the expert is rated highly by peers, whether (s)he publishes in reputable publications, whether the company or institution is respectable and whether the facts and details support each other.
12. Consult both first-hand sources (people who talk to you about what they're doing, or objects and events you observe on your own) and second-hand sources (books, magazines, newspapers, or people who tell you about what others have done). Remember that experts are persons who know a great deal about something and they need not hold an official position or be a certain age.

FORMAT FOR AN I-SEARCH REPORT

An I-Search Report may be organized in four parts, according to the events that occurred during your search.

1. What I knew/did not know about my topic before I began the report.
2. Why I am writing this report (because the information will influence the individual's life rather than because the report was assigned).
3. Where I searched and the information I obtained.
4. What I learned and what I still need to know.

The I-Search Report may be written in a formal or informal manner.

Reference

Macrorie, Ken. *Search Writing*. Boynton/Cook Publishing Inc., 1984, pp. 62-65.

WRITING A REPORT

Purpose: To write a research report based on gathered information.

Use the following to:

- organize your report
- self-evaluate performance
- obtain peer and/or teacher feedback.

Evaluator: Self = S
 Peer = P
 Teacher = T

Performance: Very Good = VG
 Satisfactory = S
 Needs improvement = NI

	Evaluator	Performance	Comments
A. <u>Generates ideas</u> through prewriting activities, such as brainstorming, discussing, personal experience and incidental reading.			
B. <u>Selects a topic</u> based on audience and purpose, such as interest, assignment, etc.			
C. <u>Gathers data</u> from a variety of sources, using numerous methods. Sources – libraries, community members, media. Methods – surveys, interviews, guest speakers.			
D. <u>Organizes data</u> , using a suitable strategy such as outlining, semantic webbing and mapping.			
E. <u>Writes a draft</u> with an appropriate introduction, develops the topic, using personal experience, examples, supporting details and develops a suitable ending. Uses a word processing program (if available).			
F. <u>Edits the draft</u> , using self-editing strategies, peer/teacher input, discussion with peers and teacher.			
G. <u>Writes a polished report</u> based on edits. Writes on one side of the page, using double spacing. Selects an appropriate title.			
H. <u>Evaluates the product and process</u> by re-examining the procedures and the resulting product.			

WRITING POETRY

Teachers are encouraged to teach poetry within the context of the themes rather than as an isolated skills unit. The role of the teacher is that of a sensitive, stimulating, guiding reader.

The intent of poetry is to produce a mind picture for the reader and to provide the opportunity for self-expression. Poetry teaching, then, should focus on the expression of emotions and thoughts, rather than on the mechanics of poetry.

A supply of the following materials will prove useful:

- books of poetry
- recordings of poetry or songs
- magazines to cut
- pictures from the library or other sources
- blank tapes
- tape recorder.

The poetic forms addressed below, in ascending order of difficulty are: Free Verse, Found Poems, Couplets, Limericks and Haiku.

1. FREE VERSE

- Invite members of the class to suggest topics (e.g., sports, love, birds, cars).
- Have students select one of the suggested topics and write this on the chalkboard.
- Ask each student to write a word or phrase about the topic on the first line of a piece of paper and to fold the paper over that line two times, so other students cannot see what has been written.
- Students will then pass their papers to another student (back, forward, beside) who will then add a second line, folding and passing, as before. Students must not repeat a line or phrase they have used previously.
- Throughout the activity, encourage students to use vivid, descriptive words and phrases.
- After six or eight passes, collect and read these free verse class poems to the students.

Repeat this activity one or two more times with different topics. The topic selected will largely influence the humorous or serious nature of the resulting free verse poem.

Further descriptive words and phrases may be required at this point. Solicit a number of verbal descriptive words and phrases from students on a wide variety of topics, one topic at a time. A variation is to group students, assign a topic and recognize the group that produces the largest number of descriptive words and phrases.

- Have students peruse magazines to locate, list, and make collages or posters of descriptive vocabulary.

- Select examples of free verse poetry and ask volunteers to prepare and read these to their classmates.

2. FOUND POEMS

- Distribute magazines, newspapers, or other materials that may be cut up.
- Have students select a topic for a poem. Encourage them to choose a subject that is important to them.
- Ask students to skim articles and to cut out interesting and vivid words and phrases from these articles that will expand their topic.
- Have students glue their words and phrases on blank paper, select a title and decorate the page.
- Invite students to present their Found Poems to the class. (These will usually be free verse.)

3. RHYMING COUPLETS (1 - 1, 2 - 2, 3 - 3...)

- Give students a word and have them respond with rhyming vocabulary. Select a student to list these on the chalkboard. Repeat with several words.
- Encourage students to use words of more than one syllable.
- Randomly circle two pairs of rhyming words from the above activity and, together, form sentences to make a four-line poem.
e.g., She dreamed of playing NHL hockey (1)
But was told the road may be too rocky (1)
Dejected, she became an entrepreneur (2)
and, using energy and brains, became the NHL owner. (2)

- Continue with three or more pairs of rhyming words. Remind students that a poem of any length, must express a complete thought.

The waves escape violently from the sea
And recede to leave the shore empty.

What's this? From black violence unforgiving,
A boy, who is still of the living.

Though her ragings and turmoils remain,
To save a precious life, she did tame.

- Encourage students to compose their own rhyming couplet poem by selecting words from the chalkboard.
- Provide opportunities for students to write and present "Raps" which tend to be a series of rhyming couplets. (See "RAP" example, p. 22.)

4. LIMERICKS (1 - 1 - 2 - 2 - 1)

Although the limerick pattern is relatively complicated, students find them fun and learn the pattern fairly quickly and easily.

- Begin by reading several limericks to the class.

- Teach the syllable pattern by asking students to tap their desk tops for each emphasized syllable as you read.
- Place on the overhead projector a limerick that has the last word of each line omitted.
- Direct the students to complete each limerick line with an appropriate word. This activity can be repeated several times with the same limerick as many words may satisfactorily complete the limerick.
- Invite students to write a series of limericks to decorate and place on the classroom wall.

Students enjoy writing limericks about themselves, each other and teachers. Encourage this, provided ridicule of any nature is avoided.

5. HAIKU AND CINQUAIN

This poetic form, which originated in Japan, has two styles, the three-line Haiku and the five-line Tanku (often call Cinquain). Both styles are commonly referred to as HAIKU.

The three-line Haiku often answers one question with each line, as the following example indicates. The subject of the poem is in the first line, predicate in the second line and a time in the last line.

Sleek sailboat	(What/Who?)
Sliding on water	(Where?)
Crossing the finish line first.	(When?)

The five-line Haiku, or Tanku (Cinquain) begins and ends with a line containing only one word. The first line identifies the subject, the second line further describes the subject, the third line indicates behaviour or action of the subject, the fourth line expands the action and the last line contains a result of the subject's action.

Motorbike	(subject)
Lean, mean	(descriptor of subject)
Rages towards the ramp	(behaviour of subject: action)
Rockets through the air	(expands action/or shows feelings)
Crash!	(result)

- Teach Haiku through the use of examples. Display a sample of one style on the overhead and read, or invite students to read. Complete a Haiku with your students using the overhead projector. Turn to samples in the textbook and read these together.
- Encourage students to compose a Haiku or Tanku. Emphasize that artwork is an integral part of Haiku poetry and that a Haiku poem is incomplete without including artwork. The artwork often consists of uncomplicated sketches.
- Invite a local artist, an art teacher, or an art student, to demonstrate sketching to the class.

EXAMPLE OF A RAP POEM (Rhyming Couplets)

A TALE OF TYSON

Well, there's this boxer from down in the south,
He had big arms and an even bigger mouth.
He had a perfect record, not one fall,
Till this gal put his back against the wall.

It started when they met, awhile ago,
She got to meet Mike cause of her ego.
They talked for a while then went on a date,
And before he knew it, she was his mate.

He's like an animal lost in a maze,
But his greedy wife said, "It's just a faze".
He felt like he was locked up in a cage,
Meanwhile his wife flew into a rage.

Well, a mean mass of man he came to be,
People paid lots for a glimpse to see.
The man of power, the 6 foot tower,
He soon became the man of the hour.

Mike returns to the ring, he looks and winks,
As he climbed on in, to fight Michael Spinks.
As Tyson hit hard Spinks saw the end,
And Mike got more cash for his wife to spend.

Well, this is the ballad of Mike Tyson,
Whose foes were scared he would slice and dice them.
His wife had money quite a large amount,
She took his bucks, put him down for the count.

The king of the ring, the dude named Don King,
Told Mike to leave and get back his ring.
She caused him money and she caused him pain,
Well, she almost drove the poor man insane.

Robin Givens is gone out of his life,
He learned his lesson and lost his wife.
Now he's back to normal as you can see,
Yes, "The Champ" and "Vamp" have made history.

Jeff Reinprecht
D.S. MacKenzie Jr. High School
Edmonton
March 20, 1989

RAFTS

During the prewriting activity, students need to focus on the writing variables. The structure of a RAFTS assignment can help students make decisions regarding the purpose, form, audience and tone of their writing. Teachers are encouraged to construct assignments for the students and show students how to brainstorm possibilities for writing.

The RAFTS assignment provides students with:

- R – a **role** from which to do the writing. The role may be as intimate as the self or as impersonal as an inanimate object. The developmental readiness of the learner is an important consideration as some students have difficulty assuming roles that exist outside their realm of real or vicarious experience.
- A – an **audience** for whom the writing is intended. Students need to write for audiences other than the teacher. Variation in audience provides for diversity in the form and level of language used.
- F – a **format** in which to write. Students need to experiment with a variety of formats which may range from lists to reports.
- T – a **topic** about which to write. Topics need to relate to the role and audience selected.
- S – a **strong verb** which aids the student in vocabulary selection and setting the tone of the writing.

Assignment Format

As a role, to an audience, write a format about a topic using a strong verb.

e.g., As a basketball, to the team, write a list of instructions about ball handling and shooting, informing team members.

Students or teachers may alter the order of the RAFTS variables.

Sample variables for RAFTS:

Role	Audience	Format	Topic	Strong Verb
mechanic	drivers	commercial	car care	describing
sales clerk	consumers	news report	damaged merchandise	persuading
alien	humans	cartoon	dishwasher	analyzing

Resources

Alberta Education, Curriculum Branch. *The Writing Process Using the Word Processor*, 1988, pp. 2-27, 2-29.

LIBRARY SCAVENGER HUNT**PROCEDURE**

- Prepare up to 20 task cards (see sample) which may enhance the students' skills in: selecting and locating information, reading for context clues, skimming/scanning, giving a definition, making inferences, etc. Refer to the Comprehension, "QAR Strategies" and Asking and Answering, "Model Questions and Key Words to Use in Developing Questions" for additional information.
- Books, magazines and newspapers needed to complete the task cards may be pre-selected and placed in bookstands. Alternatively, provide the author and title, and have the students locate the books on the shelves.
- Both the teacher and the librarian should be available in the library while students are working on the task cards.
- To avoid students completing the tasks in the same order, shuffle each stack of cards before distributing them and encourage students to follow the stacked order.
- Students will hand in the cards as they complete them.
- Mark the cards for the accuracy and completeness of the information.

SAMPLE

Name(s) _____ Class _____ Card #1

Guinness Book of Records, 1984 – Call no. _____

Refer to Chapter 10 "Human Achievements". Choose any three achievements that impress you. Give the name of the person and his/her achievement. (Each must be from a different page).

1. Name _____ page # _____
Achievement _____

2. Name _____ page # _____
Achievement _____

3. Name _____ page # _____
Achievement _____

Task card activities must be planned by the teacher and the librarian in advance. The activity works well in any theme where students need to seek additional information from that available in the English classes. Students may work individually or in small groups.

NOTE-TAKING STRATEGIES

THE CORNELL SYSTEM

The Cornell System^{1,2} is based on 5 R's – Record, Reduce, Recite, Reflect and Revue. The Cornell System is illustrated below. The Cornell note-taking system will assist students in organizing facts and ideas and identifying key words and phrases.

- Record** – Record notes on the longer right-hand side of the page. Use consistent abbreviations. Write on every second line, which will allow you to make additions later.
- Reduce** – After class, reduce notes to key words, which are written in the left-hand summary column.
- Recite** – Test yourself (out loud or silently) by folding the page so that only the key word summary is exposed. Use these key words as cues to help retrieve the information written on the right-hand side of the page. This ideally should be done within 24 hours of the original note taking.
- Reflect** – Manipulate the ideas contained in the notes. Think of ways the information in the notes links with what you already know. Draw diagrams.
- Review** – Self-test at least once a week for the next four weeks, and then regularly until exam time.

5 R's

Record
Reduce
Recite
Reflect
Review

NOTE-TAKING APPLICATIONS

A variety of note-taking strategies using the 5 R's may be applied when:

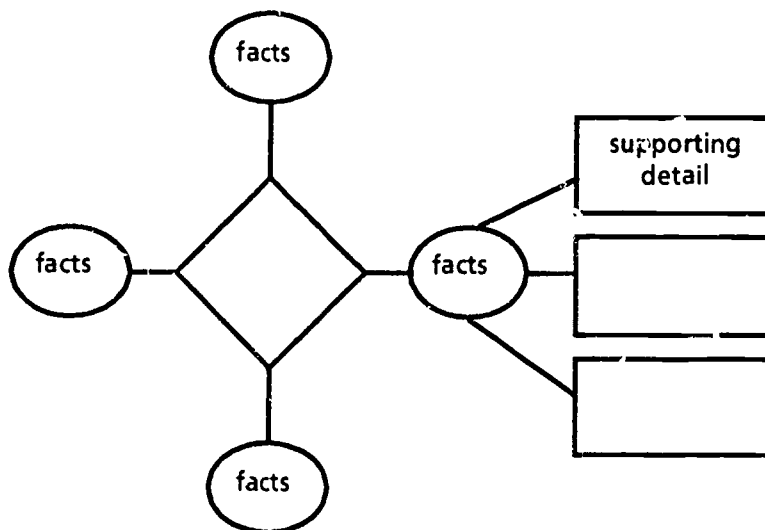
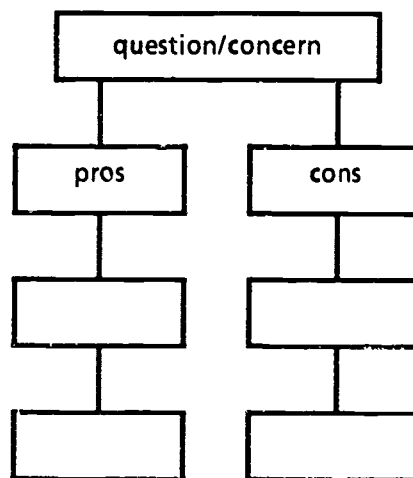
- note-taking from oral lectures, films, filmstrips, textbooks, or supplemental materials.
- integrating note-taking with a studying technique.

Encourage students to use mnemonic strategies to facilitate remembering and retrieval of the key words written in the left-hand margin.

1. Pauk, Walter. *Perceiving Structure: How Are The Ideas Organized?* Skills At a Time Series. Providence, RI. Jamestown Publishers, 1985.
2. Pauk, Walter. *How To Study in College*. 2nd ed. Boston, MS. Houghton Mifflin, 1974.

ORGANIZING FOR WRITING

Semantic webs or maps and comparative/contrastive maps can also be used as prewriting activities. Two simple configurations, which will help in forming an outline for the writing activity ahead, are offered as examples.

SEMANTIC WEB/DESCRIPTIVE MAP**COMPARATIVE AND CONTRASTIVE MAP**

OUTLINING

The following outline may aid students in organizing their thoughts during the prewriting stage.

Title

I. Main Idea

A. fact

1. supporting detail

B. fact

II. _____

A. _____

B. _____

OUTLINE MODEL

I. Introduction

A. Background Information

B. Setting

1. Time

2. Place

C. Characters

1. Main character(s)

2. Secondary character(s)

II. Rising Action

A. Initial Incident

B. Action

C. Conflicts

III. Climax

IV. Falling Action

V. Resolution/Denouement

VI. Theme

VII. Personal Response

IDIOMS

Idioms are figurative expressions. They represent one concept in terms of another, and therefore, may be interpreted as being analogous. Research evidence is inconclusive as to how idioms are processed (longer, different and perhaps additional processing or retrieval from the lexical memory as one unit). Students may encounter difficulty in determining meanings of idiomatic expressions. Idioms are integral to everyday conversational language and should be addressed in English language arts programs.

Students should be helped to enlarge their knowledge of these interesting, colourful and often humorous units of language. Here are some suggestions:

1. Definition -- Define and teach the idiom directly, since it cannot be inferred grammatically or be determined from literal translation. Use the context in which the idiom is used, whenever possible, and encourage students to investigate the original meaning of the idiom.
e.g., Bite the bullet – from the 'old west'. Before the use of painkillers, Doctors would have patients place a bullet between their teeth to inhibit screams and/or to stop patients from biting their tongues.
2. Usage -- Give the students a variety of opportunities to use common idioms in class. Ask students to make a poster illustrating some idioms they hear often or enjoy using themselves. Have students interpret the following idioms:
 - Bury the hatchet.
 - Spill the beans.
 - Open a can of worms.
 - Let sleeping dogs lie.
 - Beat around the bush.
 - Cat got your tongue?
 - Barking up the wrong tree.
 - Kick the bucket.
 - Booting it down the highway.
 - That's a horse of a different colour.
 - Flash in the pan.
 - Adding fuel to the fire.

Organize teams to act out literal interpretations of assigned idioms for their opponents to guess, as in charades.

3. Application -- The new knowledge of idioms needs to be applied outside of the class. Have the students compile a list of idioms they hear on TV or radio, and in the conversations of parents and friends.

Reference

Bromley, K. "Teaching Idioms", The Reading Teacher, December 1984, pp. 272-276.

SLANG AND JARGON

Slang and jargon are used every day in casual conversation and on the job. The expressions are often colourful, humorous and often defy grammatical analysis. Therefore, slang and jargon may be difficult to infer from context. Many of the strategies for determining the meanings of idioms apply equally well to teaching slang and jargon. (See previous page.) Additional suggestions include:

1. Have students brainstorm for slang and jargon associated with their favourite sport, and define these for the class; e.g., hockey: icing, slapshot, power play.
2. Have students list the slang and jargon associated with their occupational program, and prepare to share these expressions with the class.
3. Look through the classified advertisements of the newspaper (e.g., shared accommodation, houses for sale) and list the expressions and abbreviations frequently encountered. Discuss the ones that are hard to understand; e.g., light housekeeping room available; mother-in-law suite; etc.
4. Brainstorm for slang and jargon commonly used in the school. Discuss whether parents and others readily understand these terms. (Provide definitions for: case statements, time-out room, spare period, etc.)
5. Our language contains 'baseballese'. Have students give examples of how they use expressions associated with this sport.
e.g., "He went to bat for me." "I think you're off base on that." "It was a smash hit." "Could you pinch hit for me?" "I'll take a rain check on that."
6. Various sources have recorded the following CB conversations between two truckers, breaking the silence of the long, lonely night. What do they mean?

"Breaker one-nine, this is Mean Machine looking for a southbounder on I-eighty with ears on. How 'bout it? C'mon."

"Breaker one-nine for that southbounder, I got you wall to wall, Mean Machine. This is Caterpillar. You got a picture taker in a plain brown wrapper at two-o-one marker. What's your ten-twenty, good buddy?"

"Breaker one-nine for Caterpillar. I'm at one ninety-eight marker. Thanks for the Smokey report. Put your hammer down and I'll shut your back door tight."

"Breaker one-nine for Mean Machine. Ten-four, good buddy, I'll keep an eyeball on your front door. Keep your shiny side up and your greasy side down and Caterpillar'll catch ya on the flip flop. Ten-ten. Grinnin' and spinnin' we go!"

7. Locate and use resources that offer further suggestions for activities regarding the use of slang and jargon; e.g., *The Joy of Lex*, Gyles Brandreth, William Morrow and Company, 1980.

A CHECKLIST FOR ASSESSING WRITING

Purpose: To self-assess or assess the writing of others.

Topic/Title: _____

Author: _____

Date: _____

Assessor: _____

Use check marks (✓) to respond to the following statements.

What I like most about this piece of written work is that the author has:

Ideas and Organization

- selected an appropriate title _____
- stated the purpose of the writing clearly _____
- demonstrated control of the subject _____
- demonstrated that he/she knows the audience _____
- chosen an organizational pattern to suit the purpose _____
- used vocabulary that fits the organizational pattern _____
- written a clear concise topic sentence _____
- provided concrete supporting details and examples _____
- used transitional devices between sentences to enhance the flow and sequencing of ideas _____
- remained on topic _____
- developed ideas further by including appropriate pictures, charts or diagrams and effectively described these _____
- concluded by recalling the main point and summarizing _____

Expression and Mechanics

- chosen words carefully _____
 - specific _____
 - concrete/abstract _____
 - colourful, descriptive, imaginative _____
 - vocabulary variety _____
 - sensitive to the reader _____
- included sentence variety _____
- avoided shifts in _____
 - personal pronoun use _____
 - verb tense _____
- maintained agreement of person, number and gender in _____
 - subject and verb _____
 - verb tense _____
- used correct punctuation _____
 - comma, period, question mark _____
 - exclamation, quotation marks _____
- avoided spelling mistakes in _____
 - predictable words _____
 - unpredictable words _____
- reflected pride/care for work by turning in work that is tidy, legible _____

Comments: _____

ASSESSING WRITING

FOCUS	MARKS		
	5	3	1
IDEAS AND CONTENT	<p>The paper is clear and holds the reader's attention all the way through.</p> <ul style="list-style-type: none"> • The writer seems to know the topic well and chooses details that help make the subject clear and interesting. • The writer is in control of the topic and has focussed the topic well. • Important ideas stand out. The writer uses the right amount of detail (not too much or too little) to make the important ideas clear. 	<p>The reader can figure out what the writer is trying to say, but the paper may not hold the reader's attention all the way through.</p> <ul style="list-style-type: none"> • The writer has some things to say, but doesn't seem to know quite enough about the main idea(s). • Some ideas may be clear, while others may be fuzzy or may not seem to fit. • The writer may spend too much time on minor details and/or not enough time on main ideas. 	<p>The paper is unclear and seems to have no purpose.</p> <ul style="list-style-type: none"> • The writer has not thoughtfully explored or presented ideas; he or she may not seem to know the topic very well. • Ideas seem very limited or seem to go off in several directions. It seems as if the writer wrote just to get something down on paper. • Ideas are not developed. The paper may just restate the assignment.
ORGANIZATION	<p>Ideas, details and examples are presented in an order that makes sense. The paper is very easy to follow.</p> <ul style="list-style-type: none"> • Paper has an inviting beginning and an ending that works well. • Ideas, paragraphs and sentences are tied together so that the reader can see connections. • Details seem to fit where they are placed. 	<p>The writer has tried to present ideas and details in a way that makes sense, but the order may be unclear or may not work well.</p> <ul style="list-style-type: none"> • The introduction and ending are there, but one or both may be weak. • Some details may seem out of place. Too much extra, unneeded information may get in the way of important ideas. 	<p>Ideas seem tossed together, and the paper is hard to follow.</p> <ul style="list-style-type: none"> • There is no sense of beginning or ending. • Ideas are not tied together. They often seem out of order or seem as if they do not fit together at all. • In a story it may be hard to tell what happens first or next or last. • Often the reader cannot tell how the writer got from one point to another.
STYLE	<p>The writer is very sincere, individual and honest. This paper stands out from the others.</p> <ul style="list-style-type: none"> • The writer seems to care deeply about the topic. • The writer seems to speak right to the reader and to care about getting his or her ideas across. • Paper may show originality, liveliness, excitement, humour or suspense. 	<p>Writer tries to deal with the topic, but does not seem to get very involved.</p> <ul style="list-style-type: none"> • Paper gets the ideas across, but only in a routine sort of way. The reader can almost guess what the writer will say next. • Instead of trying something new or unusual, the writer may repeat ideas everyone has heard or read before. • The writer seems to know that he or she has an audience, but does not write to that audience in a personal way. 	<p>The writer seems to make no effort to deal seriously with the topic.</p> <ul style="list-style-type: none"> • The writer may not have understood the assignment, or may not have cared about saying anything serious or important. • The writer does not seem to be writing to anyone in particular or to care whether the words or ideas will make sense to anyone else. • The paper is flat and lifeless. It has no feeling.

FOCUS	MARKS		
	5	3	1
WORD CHOICE	<p>Writer carefully selects words to make message clear.</p> <ul style="list-style-type: none"> Words are accurate, strong and specific. The writer may experiment with new words or use everyday words in a new, interesting way. The writer uses colourful expression and experiments with figurative language effectively. Imagery is well developed. Words are fresh, original and fun to read. 	<p>The writer chooses words that get the message across, but only in a very ordinary way.</p> <ul style="list-style-type: none"> Words are very general or ordinary. The writer may attempt some new words, but they may not fit. The writer doesn't try for the "best" way to say something, but settles for any word or phrase that "will do". "Big" words are used only to impress the reader. The writer may rely on slang or clichés (the same words and phrases everyone has heard over and over). 	<p>The writer struggles with a limited vocabulary and has a hard time finding the right words to get the meaning across.</p> <ul style="list-style-type: none"> Words are vague and flat. No new words are attempted. Words create no clear images. The writer may repeat words or phrases or may use words incorrectly.
SENTENCE STRUCTURE	<p>Paper is easy to read and understand. It flows smoothly from one idea to the next.</p> <ul style="list-style-type: none"> The writing sounds natural (the way someone might speak), not choppy, awkward or forced. Sentence structure is varied and adds interest. Sentence structure is correct. Run-ons or fragments, if present, are effective. The writing is concise (not wordy). 	<p>Most sentences are understandable, but not very smooth or graceful.</p> <ul style="list-style-type: none"> The reader may have to reread sometimes to follow the meaning. The writer tends to start many sentences the same way. The writer can use simple sentences effectively, but may have trouble with more complex sentences. Run-ons or fragments, if present, may be confusing. The writing may be wordy. 	<p>Sentence flaws make this paper hard to read and understand.</p> <ul style="list-style-type: none"> The writer does not seem to understand how words and sentences fit together or where one idea stops and another begins. Sentences are often awkward, rambling and/or confusing. The writer may use many short, choppy sentences. Writing does not follow sentence patterns people use when they talk. It is hard to read aloud. Run-ons or fragments are confusing.
WRITING CONVENTIONS (Grammar, Capitalization, Punctuation, Spelling, Paragraphing)	<p>There are no glaring errors in writing conventions and the paper is easy to read and understand.</p> <ul style="list-style-type: none"> Punctuation is correct and helps the reader understand each sentence. Spelling is accurate. There are no major errors in grammar. (For example, subjects and verbs go together: "Mike and Bill ARE my friends.") Paragraphs start and stop at the right places. 	<p>The reader can follow what is being said. However, there are enough mistakes that the reader SOMETIMES has difficulty concentrating on what the writer is saying.</p> <ul style="list-style-type: none"> Punctuation errors reflect hasty or careless editing. Spelling errors sometimes cause the reader to stop or reread to figure out what is meant. The reader notices some errors in grammar. (For example, subjects and verbs may not always go together.) The writer tries to use paragraphs, but they may not always begin in the right places. 	<p>There are so many errors in conventions that the reader has a very hard time just getting through the paper. Some parts may be impossible to follow or understand.</p> <ul style="list-style-type: none"> The writer shows little understanding of how or when to use capital letters or punctuation marks. Spelling errors are frequent and it may be hard even to guess what word is meant. Errors in grammar are very common and stand out. Paragraphs do not come at the right place. A long paper may be written as just one paragraph OR the writer may start a new paragraph with almost every sentence.

PEER RESPONSE SHEET

Name: _____ Date: _____

Title: _____

Date: _____

Name of Author: _____

1. What do you like best about this item? _____

2. What is the main idea of the item? _____

3. Who is the intended audience? _____

4. What feelings were expressed by the author? _____

5. What would you like to know more about? _____

6. Complete the COPS chart below to evaluate the work.

C Capitalization	O Overall Appearance	P Punctuation	S Spelling

7. Express your opinion about this item: _____

READING PROCESS

I. Pre-Reading		II. Active Reading	III. Post-Reading	
1. ESTABLISHING THE CONTEXT <ol style="list-style-type: none"> 1. Focussing prior knowledge 2. Building background <div> <p>through</p> <ul style="list-style-type: none"> - experiencing and observing - sharing personal experience - brainstorming - discussing - writing about personal experience - interviewing - asking and answering questions - reading - drawing - listening to music - looking at slides, photographs, films - creating charts, diagrams, maps - constructing models - playing games - role playing </div>	2. FOCUSING ON THE READING TASK <ol style="list-style-type: none"> 1. Forming intention 2. Anticipating meaning through prediction of the intention, content, and structure of a selection 3. Previewing the text in order to apply appropriate reading comprehension strategies <div> <p>through</p> <ul style="list-style-type: none"> - asking questions (students' own) - working in pairs or small groups to generate questions - skimming for information gained from <ul style="list-style-type: none"> format print signals illustrations - discussing organizational features of the selection - reading a selected passage to develop a sense of how the selection is written - using cloze procedures as a predictive technique - using advanced organizers - using group prediction activities - webbing </div>	3. READING AND COMPREHENDING THE SELECTION <ol style="list-style-type: none"> 1. Experiencing the selection in a variety of ways: <ul style="list-style-type: none"> - independent - guided reading - listening 2. Predicting, confirming, changing or rejecting predictions 3. Actively interrogating the text by asking questions, finding answers, and making comments 	4. RESPONDING, CONSOLIDATING MEANING <ol style="list-style-type: none"> 1. Reflecting on what has been read 2. Responding personally and critically in a variety of modes 3. Organizing meaning for oneself 4. Sharing meaning with others 5. Clarifying and consolidating meaning 6. Reshaping ideas and forming new inferences 7. Developing literary and communication skills 8. Responding creatively <div> <p>through</p> <ul style="list-style-type: none"> - generating questions - hypothesizing and sharing interpretations - rereading selected passages - presenting rehearsed oral readings - making oral and visual presentations - using discussions based on student-prepared questions - retelling the story or parts of it - dramatizing a story episode - working out order of details - determining meaning of individual words - reading a whole paragraph to follow directions, providing a title for the paragraph - using cloze procedures - studying word meanings and structured features in context - writing in a variety of formats - examining features of style - examining literary techniques </div>	5. EXTENDING THE CONTEXT <ol style="list-style-type: none"> 1. Extending students' experiences with ideas in the selection 2. Extending students' language experiences beyond the text <div> <p>through</p> <ul style="list-style-type: none"> - reading related literature - writing a variety of forms (fictional, poetic, dramatic, documentary) - viewing film, photographs, models, displays - discussing ideas and experiences inspired by the selection - representing in other media - researching and reporting on self-selected or assigned topics - reading for information - organizing information by charting data - interviewing and transcribing - comparing and contrasting with other elections - using puppets - using improvisation or mime - listening and responding to stories, poems, informational material, plays, music, conversations, environmental sounds presented "live" or on tape by teachers or students - constructing models - illustrating, drawing </div>

DON'T FORGET USSR, DEAR

Reading improves with reading practice. Schedule *Uninterrupted Sustained Silent Reading* (USSR) or *Drop Everything and Read* (DEAR) time in the English language arts program.

Teachers are encouraged to make this experience relaxing and enjoyable, and to use this time to become more acquainted with students' independent reading interests. Teachers may share their reading preferences with students in an effort to indicate to students that reading can be a great pleasure.

The following may enhance USSR and DEAR time:

- Choose the time appropriately and make it routine
- Gauge the length of time carefully. Some readers may become frustrated with too much time spent on independent reading. Twenty minutes might be appropriate.
- Organize a reading centre with a wide variety of reading materials for students to borrow. Examples may include:
 - comic cartoon books with characters students find entertaining, such as *Garfield*, *Peanuts*, *B.C.*
 - magazines, such as *Zoot*, *Super Racers*, *Motor Trend*, *MAD*, *CRACKED*, *Readers' Digest*
 - high interest/low vocabulary novels, short story collections
 - newspapers.
- Avoid being overly judgmental about students' choice of reading materials. The major goal of USSR and DEAR is to have students read.
- Model reading selections by selecting the more appropriate reading centre materials such as *National Geographic* and *Readers' Digest* and reading these items yourself during USSR or DEAR.
- Observe the publications and stories that appeal to students and use these in the English class.
- Develop a book exchange shelf and include a selection of appealing books. Students must exchange a book from home that they have read and would recommend to others with a selection from the exchange shelf. Observe and record the reading selections and authors that are popular early in the year and compare these with observations at the end of the term to determine if students' interests and/or reading habits change.

READING SURVEY

Name: _____

Date: _____

1. Suggest a different title for the selection you have just read. Try to capture the sequence of the selection in your title, but keep it short: _____

2. Two key ideas or concepts in this selection are:

- _____
- _____

3. Three details or facts you would like to remember from this selection are:

- _____
- _____
- _____

4. What did you find especially interesting or surprising in this selection? _____

5. Indicate any words, sentences, or paragraphs in the selection you would like to discuss in class:

Page: _____ Word, sentence line, paragraph number: _____

Page: _____ Word, sentence line, paragraph number: _____

Page: _____ Word, sentence line, paragraph number: _____

6. If the author of this selection were available to you, what questions would you ask or what comments would you make to him or her? _____

7. What, if any, mental images did you form while you were reading this selection? _____

8. Rate this selection by marking an X on the lines at the points that indicate your perceptions.

Very Interesting _____ Not Very Interesting _____

Very Easy to Read _____ Not Very Easy to Read _____

Very Informative _____ Not Very Informative _____

USING COMIC BOOKS AND CARTOONS IN THE CLASSROOM

Comic/joke books and cartoons are highly favoured reading materials for students. Teachers are encouraged to use these visual, humour-oriented resources to strengthen student development in making predictions, developing vocabulary, recognizing sequence of events, retelling a story, recognizing cause/effect relationships, etc. The use of comic books and cartoons in the classroom may also serve to:

- motivate students to read
- expand cognitive and basic skill development in students
- entertain students
- further develop a sense of humour in students, which is an important social skill
- enhance student interaction.

Four categories of humour which may be understood by students are:

- **PHONOLOGICAL** humour is derived from similar sounding words:
e.g., What did the judge say when the skunk wandered into court? – Odour in the court.
- **LEXICAL** humour is derived from using words with multiple meanings:
e.g., Order! Order in the court! – Ham and cheese on rye, please.
- **COGNITIVE INCONGRUITY** humour is based on alternative groupings or interpretations of words or word segments:
e.g., What flower likes to be kissed? – A tulip.
What animal can jump higher than a house? – Any animal. Houses can't jump.
- **METALINGUISTIC** humour is derived from the form of the language rather than its meaning:
e.g., What is the end of everything? – the letter g.

SUGGESTED ACTIVITIES

1. Cut off the last frame of a cartoon strip and have students predict an outcome.
2. Have students invent words to correspond to the sounds in the cartoon (e.g., sok! screech! bam!).
3. Remove the punctuation marks from the cartoon strip and have students replace the punctuation.
4. Remove the words from the balloons of a cartoon strip such as "Hi and Lois" or "Garfield". Have students complete the cartoon using original dialogue of their own. Encourage students to share these with classmates.
5. Have students highlight and explain slang expressions.
6. Have students highlight words used in an unusual way and have the students explain them.

7. Listen to students' jokes, noting the level of cognitive complexity.
8. Encourage students to present original or other jokes to the class.
9. Invite the art teacher to class, or obtain art books from the library to assist students to sketch cartoon characters. Have students develop original cartoon strips to share.
10. Have students clip the same cartoon strip for ten days and make inferences about the cartoon characters based on their conversation, dress and gestures. Students must be able to cite examples and details to support their insights into the characters.

AN ACTIVE APPROACH TO WORD LEARNING

As students mature and enter the workplace, there is an increasing demand on them to acquire an expanded and refined vocabulary. Developing technical language and gaining understanding of the specialized meanings of common words are examples of these demands as students move from one subject area to another and from school to the community.

To assist students in developing their vocabulary:

- vocabulary should be selected by students
- opportunities should be provided for students to develop strategies required to enhance independent vocabulary developed.

Encourage students to self-collect vocabulary by following these steps:

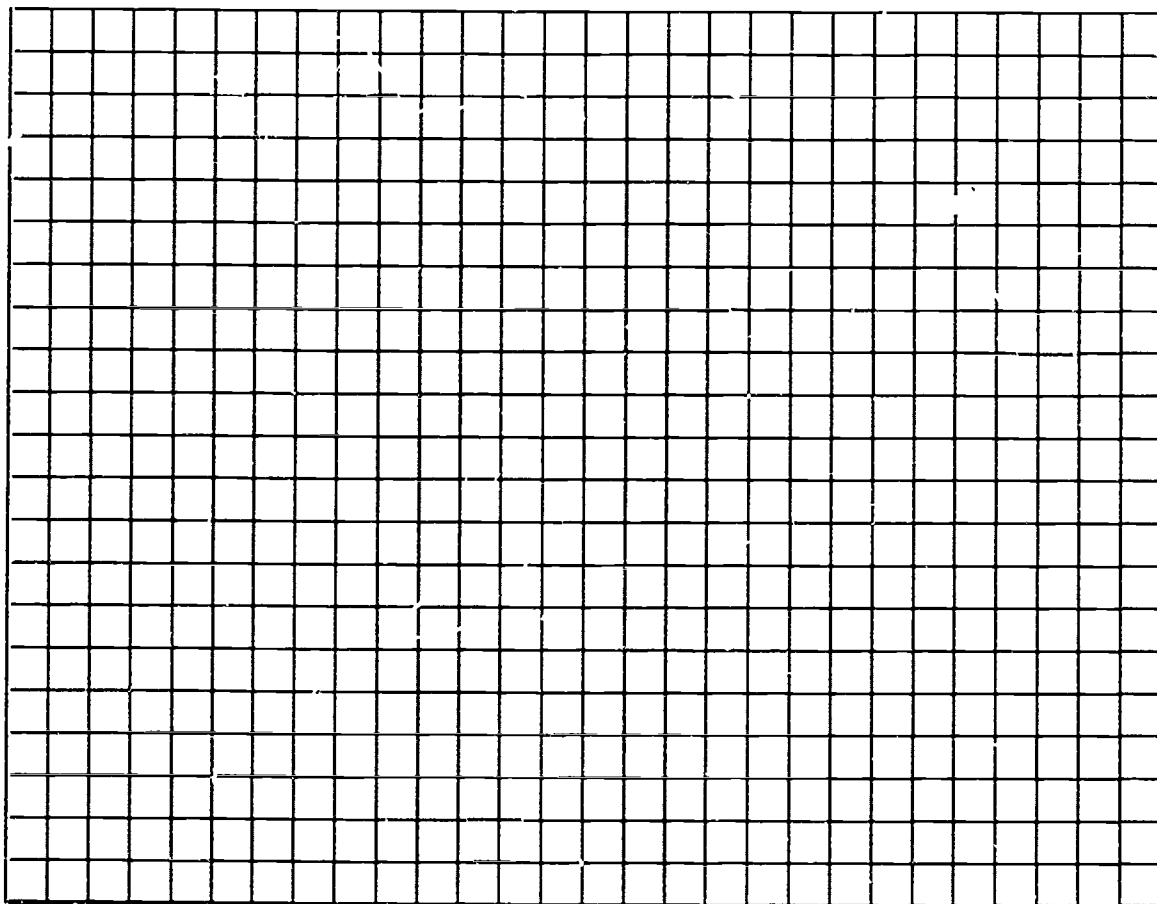
1. Have students bring to class words which they believe the entire class should learn. Students are encouraged to choose words they hear or see in their own environment (e.g. words heard on television, in conversation, in a textbook, in pleasure reading, or in the newspaper) thus placing an emphasis on the words in context.
2. Have students write their words on the chalkboard immediately upon entering the classroom. Each student will identify his or her words, where they were found and the reasons why the class should learn them.
3. By consensus the class narrows the list by eliminating duplications and words that are known by the majority of class members and by keeping high frequency words or words they judge to be highly important.
4. Have individual students suggest meanings for the vocabulary terms remaining.
5. Discuss the definitions as a class to clarify, refine or extend definitions. During this process, students should record the words in their vocabulary journals, along with the definitions agreed upon in class. (Individual students may also retain one or more words which were eliminated from the class list.)
6. Use the new words in a variety of ways to provide practice: making or solving crossword puzzles; writing sentences, dialogues, stories, jokes; researching the history of a word.

Reference

Haggard, Martha. "The Vocabulary Self-Collection Strategy: An active approach to word learning", Journal of Reading, December 1982, pp. 203-207.

MAKING A CROSSWORD PUZZLE OR A WORD FIND

- Step 1:** Identify a given list of words or make a list of words that pertain to a particular topic.
- Step 2:** Write the words on the grid, interlocking letters as often as possible, going across and down the page.
- Step 3:** Lay another sheet of paper over the grid and trace only those squares that contain letters. Or, with a felt tip marker, shade unused squares to form a dark background.
- Step 4:** Number the first square of each word in the upper left corner.
- Step 5:** Number the "clues" or definitions in the same order as the words are numbered on the grid and place clues at the bottom or on a separate sheet of paper.

CROSSWORD PUZZLE GRID

READING RATES

Students with reading difficulties lack flexibility in their reading rates and often display silent reading rates of approximately 200 w.p.m. Average readers process print at approximately 300 w.p.m., skim at 600-800 w.p.m. and scan for information at 1000+ w.p.m.¹ Students must become increasingly able to evaluate the reading task and to adjust their reading rates according to the task demands which may include:

- locating a phone number in the phone book
- locating the time and channel of a TV program in the TV guide
- perusing the newspaper to get a global idea of the news
- reading a news story for detail
- reading for subject related information
- reading math problems.

Occasionally a combination of the three strategies of skimming, scanning and intensive reading is required.

SKIMMING

The purpose of skimming is to obtain an impression or general overview of the content.

- **preview skimming** – skim to obtain the main idea of the material and the author's organizational style. The material will be read intensively later.
- **overview skimming** – limited time is available for reading and the student chooses to read shortened, simplified or interpreted versions, rather than the original material.
- **review skimming** – the material is re-evaluated. This is an important study skill.

SCANNING

The purpose of scanning is to locate specific points or answers to questions. Students should be taught to look for:

- graphs
- tables
- illustrations
- headings or sub-headings
- words/phrases appearing in boldface or italics
- specific words or phrases to locate information.

INTENSIVE READING

The purpose of intensive reading is to master the reading content. Various strategies can be taught (see Process, "SQ3R Strategy" and "Multipass: A Study-Read Strategy").

Teachers can prepare a study guide to help the students process the text. A sample is provided in Reading, "Reading Survey".

1. Alley, Gordon, and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods*. Love Publishing Company, Denver. 1979, p. 83.

USING ORAL READING TO ASSESS COMPREHENSION

The main purpose of oral reading is to inform the audience. Oral reading can also be used to monitor the reader's comprehension in the instructional program. At the conclusion of the oral reading activity, the reader should have the ability to retell and/or summarize:

- the sequence of events
- the main idea
- supporting detail.

Some students experience difficulty reading orally to an audience of peers. To decrease this fear, teachers should schedule time to listen one-on-one to unprepared oral student readings. Whether group or individual oral reading activities are organized, a variety of questions may be addressed, such as the following.

- How does the oral reading rate compare to the silent reading rate? The following chart provides a guideline for estimating reading rates on narrative type reading materials.

WORDS PER MINUTE		
level	oral	silent
primer → 1	60	60
2	70	70
3	90	120
4	120	150
5	120	170
6	150	245
7+	150	300

Note that the silent reading rate should be increasing rapidly compared to the oral reading rate.

- Does slowness in reading rate reflect an overemphasis on letter-by-letter decoding by the student? If this is true, the student may not have sufficient "mental space" remaining to process the print for comprehension. Slowness may further reflect lack of factual knowledge, conceptual frameworks and mental elasticity.
- Does slowness in reading rate indicate the material is too difficult for the student to read independently? Have the student complete a cloze exercise to help ascertain whether the material is at an independent, instructional or frustration level. (See Comprehension, "Using a Cloze Procedure".)
- What strategies are students using to determine the meaning of unknown words (phonics, structural analysis, or context clues)?
- What errors does the student make that may require specific remedial attention?

Organize a system for calculating oral reading miscues. A flexible approach is advocated where emphasis is placed on the miscues that interfere with the message or indicate an inability to decipher an unknown word. The following system may be useful:

BEHAVIOUR	
Reversal	<u>saw</u> (Sees "saw" for "was".)
Hesitation (prolonged)	John galloped . . .
Omission	He had written, <u>but</u> I ignored him.
Addition	He ^{had} wrote to Henry.
Substitution or mispronunciation	She was a ^{pretty} lovely girl.
Awkward phrasing	I saw / a cat in / the window.
Word supplied orally by teacher	Give me a field of <u>daffodils</u> for bed.

ORAL READING SAMPLE

The bay horse moved quickly to the inside of the track. Mud flew up from his hooves as he hit the
 soft, wet ground. ^{Some} ~~Several~~ other horses raced alongside the big bay ^{horse} forcing him to run near the rail.
 Slowly the jockey moved his horse away from the soft ground ^{place} and back to the firm ~~part~~ of the race
 track.

As the / crowd cheered the / bay caught and passed the / leaders. Ahead the finish line waited.
 Victory looked certain.

References

Harris, Larry, and Carl B. Smith. *Reading Instruction Through Diagnostic Teaching*. Holt, Rinehart and Winston, Inc., N.Y. 1972.

Harrison, Colin. *Readability in the Classroom*. Cambridge University Press, N.Y., 1980.

CONTEXT CLUES

Extracting meaning from context clues involves understanding the redundancy features of language. Students must shift from seeing reading as a process of decoding print, to seeing reading as a process of determining meaning.

Smith (1978)¹ states that redundancy has four components:

- the visual system – what the word looks like
- the semantic system – the meaning of the word
- the syntactic system – the use of grammar
- the orthographic system – the spelling of the word.

All readers need to make use of the above four systems to ensure success at extracting meaning from context clues.

Model a strategy for using instruction mediation², such as talking aloud to expose the thinking process. (See Process, "Teaching a Thinking Strategy".)

While instructing students to look for context clues, an effective teacher may say:

T: "... look for clues in the context. Remember, the context refers to the words before the new word or the words after the new word. Sometimes they are words in a different sentence close to the new word."

The teacher continues to verbalize personal thoughts while using the strategy and emphasizes that a mental process is to be used:

T: "... put the clues together with what you already know about that word and decide on the meaning."

Finally, the teacher should emphasize learning the skill and process so that it can be used to read outside of the class:

T: "This is a skill you can use while reading material, such as the newspaper, your social studies book, or your library book. Any time you find a word that is new to you, you can use this skill, to assist you to determine the meaning."

Modelling strategies and providing opportunities for students to practise strategies will assist students to develop and apply context clues to determine meaning.

1. Smith, Frank. *Understanding Reading*. Holt, Rinehart and Winston, N.Y., 1978.

2. English 16 Program of Studies/Curriculum Guide, p. 29.

The following strategies may be used by students to determine meaning from context clues:

- Encourage students to focus on the message in the punctuation.
- Have students observe the spelling of the word and complete a structural analysis activity, focussing on prefixes, suffixes and root words.
- Direct students to read around the word and not to stop reading at isolated words. Rather, encourage the students to read to the end of the sentence or passage. Often, the meaning will become clearer.
- Encourage students to read with a highlighter pen and to use it to identify unfamiliar vocabulary. Use the selected vocabulary to determine the redundancy component requiring further reinforcement.

Determining meaning from context clues is not always possible while reading in other subject areas, since the context may contain technical vocabulary and a heavy conceptual load. Teachers are encouraged to provide opportunities for students to select and apply appropriate strategies when determining word meanings using various materials.

USING A CLOZE PROCEDURE

The **cloze procedure** was developed by Wilson Taylor (1963) as a tool for testing reading comprehension. In a modified form, the procedure may be suitably used with students to:

- develop reading skill
- measure readability
- test for comprehension
- diagnose individual reader's strengths/weaknesses.

PROCEDURE FOR DEVELOPING AND ADMINISTERING A MODIFIED CLOZE

1. Choose a reading passage of approximately 350 words. The passage should be one that students have **not** previously read.
2. Leave the first two sentences intact and delete every **seventh** word thereafter. (**A, an** and **the** are not to be deleted. Instead delete the next word.) Leave the last sentence intact.
3. Retype the selection replacing the deleted word with a blank of standard length (12 letter spaces).
4. Have the students read the passage and fill in the blanks. This activity should not be timed.
5. Count the number of correct responses. The wording must match the original **exactly**. Spelling, however, does not count.
6. Calculate the percentage of correct responses.
7. Use the following **guidelines** to estimate students' ability to read narrative style material effectively. (These scores are not to be treated as rigid cutoff points.)

60-100 percent:	independent level – the student can read without help
45-60 percent:	instructional level – the student can read with help
45 percent:	frustration level – unsuitable for reading

8. Use these **guidelines** to estimate students' ability to read **expository** style material – that is, material containing explanations of concepts which is material largely found in textbooks, and that students must read.

55-100 percent:	independent level
40-55 percent:	instructional level
0-40 percent:	frustration level

ALTERNATIVE TECHNIQUES FOR USING THE CLOZE PROCEDURE

1. The Maze Technique (Feely, 1975)

Offer a multiple choice format for each blank. Three alternatives are provided for each blank in random order: 1) the correct word; 2) an incorrect word of the same grammatical class (e.g., verb, noun, preposition); and 3) an incorrect word of a different grammatical class. The maze is more difficult to prepare, but it is less threatening and difficult for students to complete than the cloze procedure.

E.g., Many _____ (numbers, varieties, sleek) of wild cats are found on the continents of Africa and Asia including lions, tigers and leopards (answer - varieties). Suggested maze readability cutoff points are:

92-100 percent:	independent level
80-91 percent:	instructional level
75 percent or less	frustration level

2. The Cloze Procedure with a Word List

Prepare a reading passage following the steps outlined above. Provide a list of the deleted words, in random order, from which students then select the appropriate word for each blank. This alternative may also prove less threatening to students. An example of this procedure is on the following page.

Note: With all techniques, the key to using the cloze as a tool for developing reading skill is discussion after the completion of the exercise. Students should be encouraged to verbalize reasons for selecting a particular word. Immediate reinforcement and feedback regarding the correctness of the students' guesses and the strategies the students used to arrive at their answers will make the cloze an excellent teaching technique in all subject areas.

Teachers are encouraged to select textbook and additional reading materials from other subject areas to assist students to become increasingly familiar with course content.

References

Bormuth, J.R. "Cloze Test Readability: Criterion Reference Scores", Journal of Education Measurement, 5, 1968, pp. 189-196.

Feely, T.M. "How to Match Reading Material to Student Reading Levels: The Cloze and the Maze", Social Studies, 66, 6, November/December, 1975, pp. 249-252.

Harrison, Colin. *Readability in the Classroom*. Cambridge University Press, 1980, pp. 84-108.

Taylor, W.L. "Cloze Procedure: A New Test for Measuring Readability". Journalism Quarterly, 30, Fall, 1953, pp. 415-453.

SAMPLE OF A CLOZE ASSIGNMENT

BASIC HAIR CARE — BRUSHING AND COMBING

Brushing and combing the hair stimulates blood circulation. Good circulation guarantees that each hair root gets plenty of oxygen, which leads to healthy, long-lived hair. It also removes the loose scales 1) _____ on the scalp and distributes the 2) _____ evenly through the hair.

Brushing and 3) _____ must be done correctly, though, to 4) _____ the hair. Use a firm, regular 5) _____, but avoid rough handling which could 6) _____ the scalp and injure the individual 7) _____ — breaking them off and splitting the 8) _____. Concentrate mainly on the scalp. Pull 9) _____ through the hair close to the 10) _____ in a smooth motion; repeat until 11) _____ feels warm and tingly. If hair 12) _____ long, hold the hair firmly with 13) _____ and at about ear length and 14) _____ the brush through to the ends.

15) _____ long hair (more than 6 inches 16) _____ shoulder length) should not be brushed 17) _____ through to the ends in one 18) _____. Instead run the brush from the 19) _____ through about 8 inches of hair; 20) _____ hair at this spot with the 21) _____ hand, then run the brush through 22) _____ the ends. Continue this staggered-section 23) _____ until all the hair is brushed. The 24) _____ of a free hand as a 25) _____ anchor during brushing minimizes strain on the 26) _____ shafts and roots and prevents needless 27) _____ out or breaking.

When the hair 28) _____ the scalp and the very long 29) _____ of hair have been brushed, put the 30) _____ down and brush the hair from the 31) _____ of the neck toward the top 32) _____ the head. Brush in short, regular, 33) _____ strokes, the whole way around the 34) _____ of the head.

This type of 35) _____ should be done about once or 36) _____ a week, just before a shampoo. 37) _____ if hair is washed more frequently, 38) _____ this heavy brushing no more than 39) _____ a week. Excessive brushing can make 40) _____ too oily and loosen a set.

41) _____ washing, drying and/or setting, gently 42) _____ and smooth hair into place. Once a 43) _____ brush the hair 44) _____ a firm, smooth manner. Don't try 45) _____ make scalp tingle or to reach 46) _____ parts of the hair. Just brush the 47) _____ of the head and surface of the 48) _____ to distribute oil and remove dust 49) _____ dirt — ten or twelve strokes should 50) _____ this.

Combing requires the same care 51) _____ brushing. Do not yank at a 52) _____, as that will pull out hair. 53) _____ of a cream rinse and conditioner 54) _____ shampooing will prevent tangling and make 55) _____ easier to comb wet hair.

Choose 56) _____ and brushes of good quality. Combs 57) _____ have even, closely spaced narrow teeth 58) _____ smooth rounded edges. Nylon or hard 59) _____ combs usually fit this description and 60) _____ good choices since they will not 61) _____ the scalp or break hair. A 62) _____ brush or one with soft, round-tipped 63) _____ is best for hair and scalp. 64) _____ stiff bristles with squared-off tips that 65) _____ scratch scalp or crack and split 66) _____. One good type of brush has 67) _____ set in a layer of rubber 68) _____ cushions the brushing stroke.

Wash combs and brushes as often as needed. (Follow special directions which come with wooden-handle brushes.)

BASIC HAIR CARE - KEY

- | | |
|----------------|-------------------|
| 1. accumulated | 35. brushing |
| 2. oil | 36. twice |
| 3. combing | 37. Even |
| 4. benefit | 38. do |
| 5. stroke | 39. twice |
| 6. damage | 40. hair |
| 7. hairs | 41. After |
| 8. ends | 42. brush |
| 9. brush | 43. day |
| 10. scalp | 44. in |
| 11. scalp | 45. to |
| 12. is | 46. all |
| 13. one | 47. top |
| 14. run | 48. hair |
| 15. Very | 49. and |
| 16. below | 50. do |
| 17. clear | 51. as |
| 18. stroke | 52. tangle |
| 19. scalp | 53. Use |
| 20. hold | 54. after |
| 21. free | 55. it |
| 22. to | 56. combs |
| 23. brushing | 57. should |
| 24. use | 58. with |
| 25. holding | 59. rubber |
| 26. hair | 60. are |
| 27. pulling | 61. scratch |
| 28. on | 62. natural brist |
| 29. strands | 63. bristles |
| 30. head | 64. Avoid |
| 31. nape | 65. can |
| 32. of | 66. hair |
| 33. firm | 67. bristles |
| 34. back | 68. which |

A total of 68 words were omitted from the foregoing selection. Using the guidelines for **expository** style material:

A score of 37 or better: Student is reading at the independent level.

A score of 27 to 36 : Student is reading at the instructional level.

A score of 0-27: Student is reading at the frustration level.

Note: The key to the effectiveness of a cloze activity is the follow-up discussion with the class to correct mistakes and to gain insights into strategies that are working for the students.

VOCABULARY FOR ORGANIZING, SPEAKING AND WRITING

SIMPLE ENUMERATION

first
 to begin with
 second
 also
 too
 furthermore
 moreover
 besides
 again
 in addition
 next
 then
 most important
 equally important
 finally
 last
 in fact

GENERALIZATION PLUS EXAMPLE

for example
 for instance
 in other words

TIME OR SEQUENCE

first
 second
 next
 finally
 on (date)
 as
 when
 now
 before
 later
 after(wards)
 not long after
 following
 in the meantime
 while
 soon
 subsequently
 at last
 after a short time

CAUSE AND EFFECT

accordingly
 as a result
 because
 consequently
 hence
 since
 therefore
 for this reason
 this led to
 so that
 nevertheless
 if... then
 thus
 the conclusion
 on account of
 owing to

COMPARISON - CONTRAST

at the same time
 although
 but
 however
 conversely
 in spite of
 despite
 on the other hand
 nevertheless
 notwithstanding
 as well as
 not only... but also
 either... or
 while
 unless
 in comparison
 in contrast
 still
 yet
 on the contrary
 likewise
 similarly

SEMANTIC WEBS AND MAPS

A semantic web or map is a graphic display of the relationship between major and minor ideas. A basic web consists of a core question or issue, and a network of nodes or strands which, taken together, display the relationship of the whole to the parts, and the parts to the whole.

Semantic webs and maps may:

- serve as graphic organizers, assisting students to process new information as they read
- help plan writing
- assist students to organize and integrate information.

The teacher may use webbing and mapping as diagnostic tools to determine:

- the information students derive from a story, article, film, video, recording, presentation, etc.
- students' capabilities to construct categories and relationships.

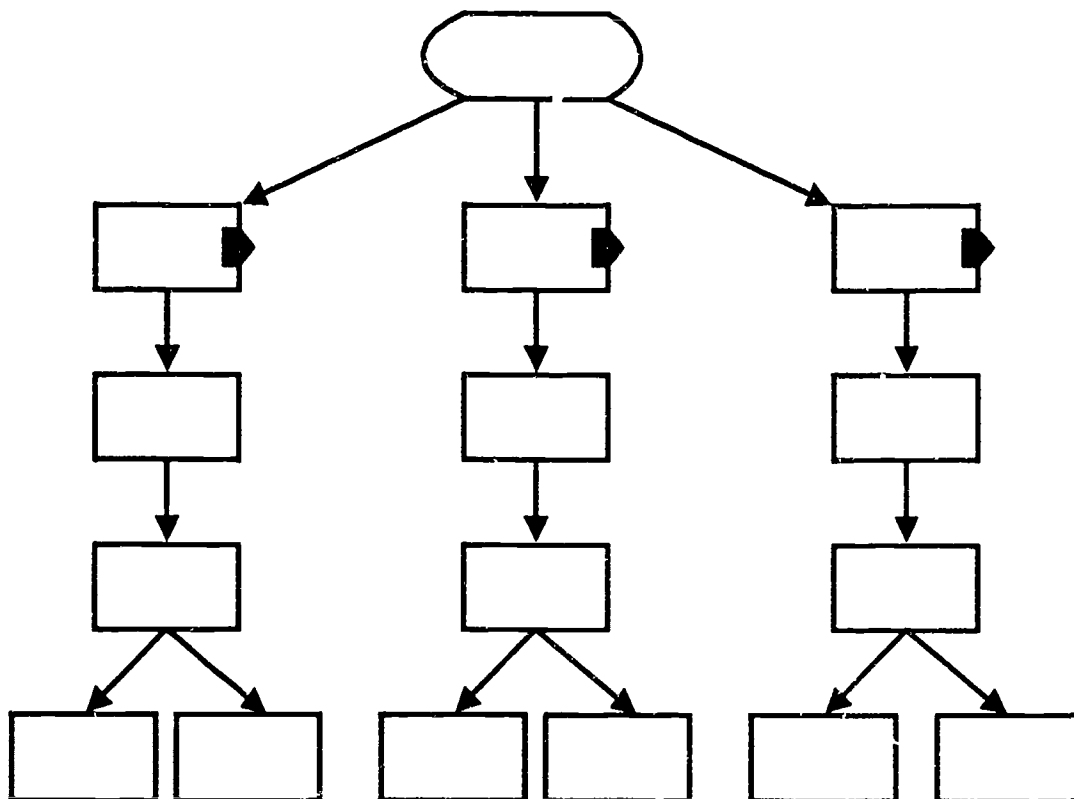
The purpose of the activity will dictate when and how semantic webbing and mapping strategies will be used.

- Pre-reading
 - students may brainstorm using titles, headlines, etc., and make predictions about the reading, viewing or listening activity.
- During reading
 - students complete a web map as they read, verifying from the text reasons for their selections. Explicit and implicit text clues are written in the boxed nodes or along the strands.
- After reading
 - students may summarize the main events of the story or the characteristics of the individuals in the story.
- Prewriting
 - students may use a semantic web or map to initiate an original writing assignment.

Samples of semantic webs and maps are contained on the following pages.

- A. Narrative Sequential Map (time order)
- B. Descriptive or Thematic Web
- C. Expanded Descriptive or Thematic Web
- D. Comparative and Contrastive Web
- E. Expanded Comparative and Contrastive Web
- F. Listing and Classification Web
- G. Problem/Solution Web

A. NARRATIVE SEQUENTIAL MAP
(time order)

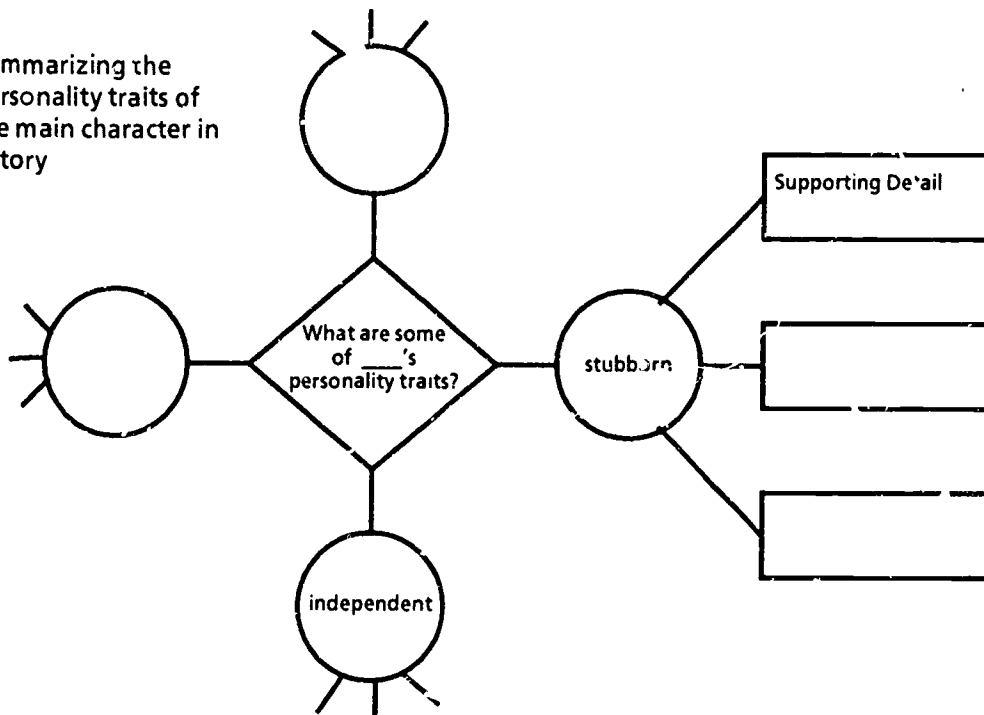


This "map" configuration can be used to display visually:

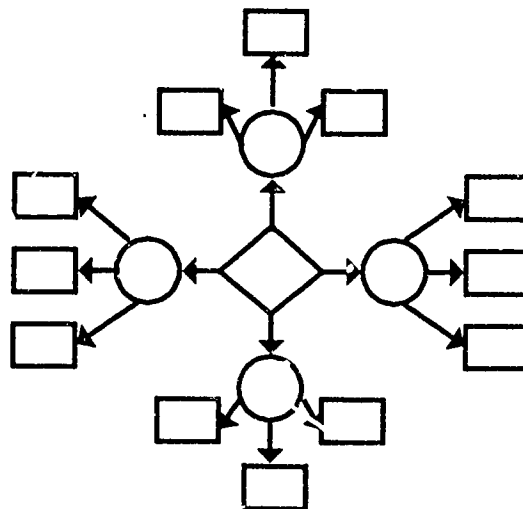
- the steps in following instructions (e.g., following a recipe)
- the chronological order of a sequence of events (e.g., reporting on an accident).

B. DESCRIPTIVE OR THEMATIC WEB

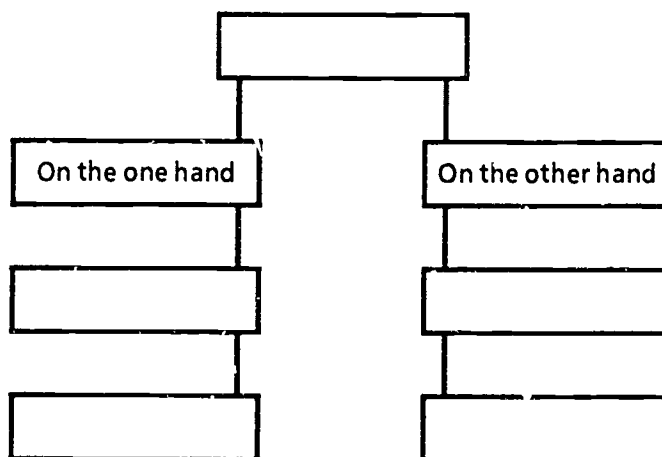
Summarizing the personality traits of the main character in a story



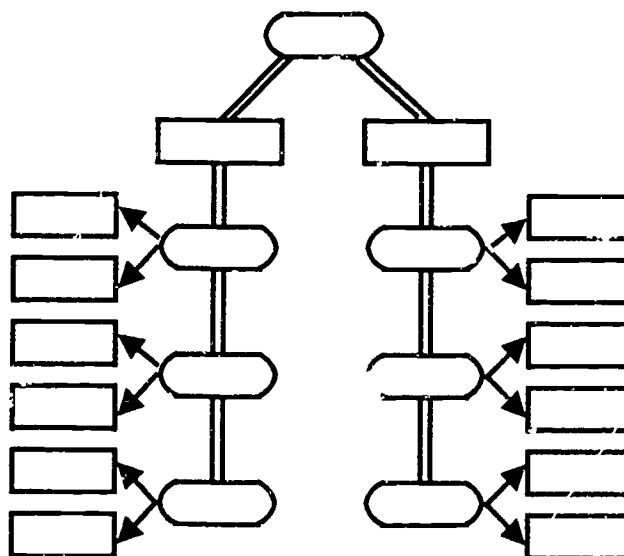
C. EXPANDED DESCRIPTIVE OR THEMATIC WEB



D. COMPARATIVE AND CONTRASTIVE WEB

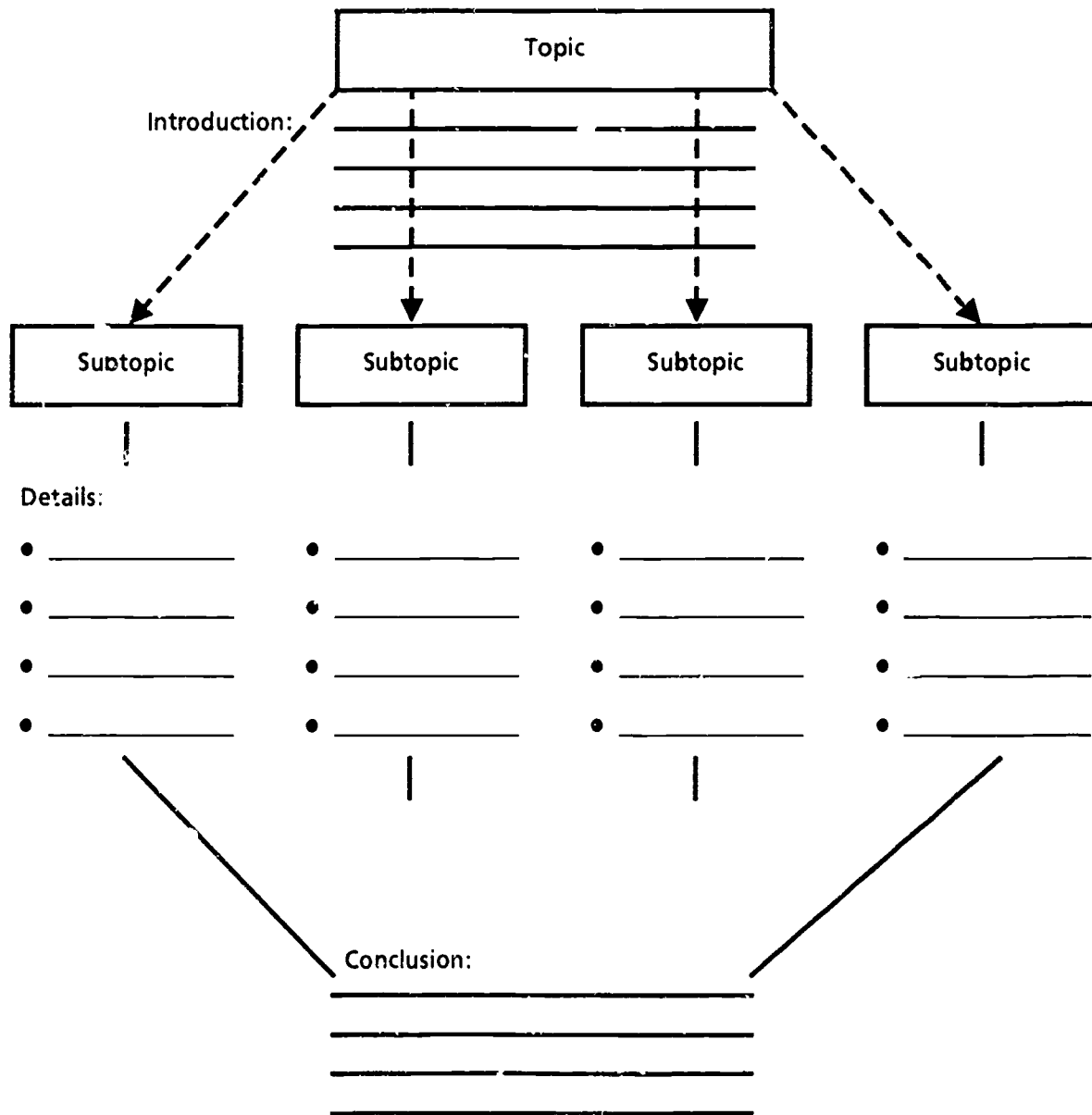


E. EXPANDED COMPARATIVE AND CONTRASTIVE WEB



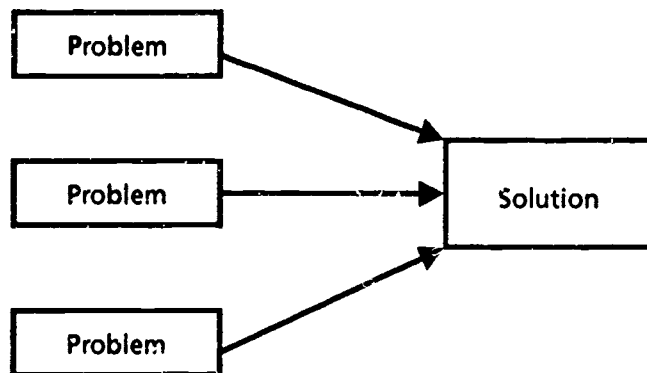
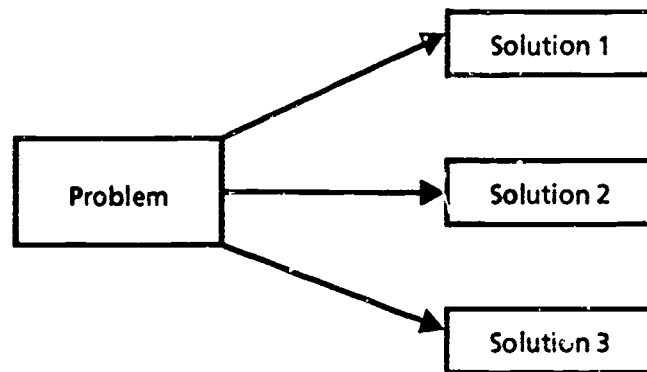
(Suitable for use in English 26 and 36.)

F. LISTING AND CLASSIFICATION WEB
(suited for expository discourse)



(Suitable for use in English 26 and 36.)

G. PROBLEM/SOLUTION WEB
(if ... then)



(Suitable for use in English: 26 and 36.)

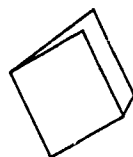
QAR STRATEGIES

The **Question-Answer-Relationship Strategy (QAR)** assists students to connect questions to the text and to personal knowledge. Students may use QAR strategies to locate the information needed to answer questions.

Throughout all three QAR question types, students must first determine the location of the answer. The answers to Type 1 questions are explicit in the passage and may be found by scanning the text. Students must integrate known information with the text to answer Type 2 questions. Type 3 questions provide opportunities for students to make inferences. Practice in using the following three QARs has been shown to improve significantly students' ability to process print information.

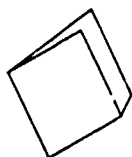
WHERE IS THE ANSWER FOUND?

Question Type 1



The answer is explicit in the story. The words used to make the question and the words that form the answer are in the same or adjacent sentence.

Question Type 2



The answer is in the story, but is more difficult to find than answers to Type 1 questions. The words in the question and the words in the answer are not in the same sentence and may not be in close proximity. Students would have to skim or scan for the answer.

Question Type 3



The answer is provided indirectly and students must use background information, inferences and/or predictions.

Provide opportunities for students to read stories, poems, essays, editorials, etc., and develop a set of questions about the reading. Have students in small groups locate answers to their questions and classify their questions as Type 1, 2 or 3.

Reference

Raphael, Taffy E. "Question-Answering Strategies for Children", The Reading Teacher, pp. 186-190, Nov. 1982.

RAP: PARAPHRASING STRATEGY**SUGGESTED APPLICATION**

This strategy helps students to remember and understand what they read, particularly when material is detailed or abstract.

DESCRIPTION OF STRATEGY

- R - Read the paragraph.
- A - Ask questions about the reading (e.g., What is the main idea the author is trying to get across?) How does it relate to what I already know? How does it relate to what I have already read?
- P - Paraphrase (in their own words) what has been read.

TEACHING EXAMPLE

- A. Have students read a selection and ask them to recall what they have read. The next day, ask them to answer comprehension questions based on the selection and record their scores.
- B. Introduce the RAP strategy, give students a selection to read and ask them to RAP it. Have students answer questions to evaluate comprehension the next day.
- C. Compare the scores from activity A with B and discuss differences/similarities. Encourage the use of the RAP strategy to improve comprehension and retention in all subject areas.

From *SPELT: A Strategies Program for Effective Learning and Thinking* (p. 145) by Mulcahy, R., K. Marfo, D. Peat, J. Andrews, 1987. Reprinted with permission.

SELECTING CLASSROOM RESOURCES BASED ON LEVELS OF RESPONSE

The component of reading to which response is most closely related is comprehension. Comprehension involves the process by which ideas are recognized, interpreted, analyzed and reflected upon by the reader. This activity involves the reader in several levels of thinking, which lie on a continuum from a purely literal understanding of the author's ideas to a uniquely subjective and personal response. Diagrammatically this may be illustrated as:

Literal → Reorganizational → Inferential → Critical → Appreciative/Empathetic

Teachers should choose materials that promote response at all levels, especially levels beyond mere literal comprehension. The English language arts program emphasizes the development of critical thinking strategies. The following procedure will help teachers perform text analyses:

1. *Survey the ideas and information* contained in a selection to determine the message the writer attempts to convey. Identify key concepts, supporting material for these concepts, and new vocabulary. Determine what prior knowledge the text appears to assume.
2. *Identify the way the text is written and organized.* Determine the aids to learning provided by the writer. Organizational aids might include: chapter organization; use of subheadings and marginal notes; typographical devices to signal key ideas, such as italics, boldface, different type-sizes, or grouped portions of the text. Other aids may include introductory or summary material, study questions and practical application suggestions. Observe the visuals and determine their relation to the written text.
3. *Determine the kind of student response* the text appears to require, such as processing factual information, formulating concepts, critical thinking or relating personal experience to the material.
4. *Decide what the students should be able to do* as a result of this reading. This may include whole class or small-group activities, individual projects, class discussions, applying the information gained from reading to specific problems, or using the reading as input for carrying out projects or writing assignments. Whatever the purpose of the reading, students should understand what the activity will be and how the reading relates to it.

LITERAL THINKING RESPONSES

- paraphrases meanings provided explicitly in the text (see Reading, "QAR Strategies")
- recognizes explicit sequences: order in time; order in space; and stated cause and effect sequences
- relates to graphics; combines written with other visual materials
- retains information necessary for performing specific tasks (e.g., identification and classification of specimens)
- follows instructions to complete a task correctly
- recalls specific content sufficient for retelling.

REORGANIZATIONAL RESPONSES

- places ideas into some form of structure, such as an outline or a summary (indicates a more thorough understanding of underlying organizational patterns than is apparent at the concrete level of recall)
- responds to questions in the text that require a "Think and Search" strategy (see Reading, "QAR Strategies").

INFERENTIAL RESPONSES

- distinguishes between fact and opinion
- derives meaning from figurative and symbolic language (metaphorical reasoning – e.g., idioms)
- predicts outcomes and solutions (problem solving)
- recognizes implicit cause-and-effect relationships
- makes comparisons and contrasts
- understands hierarchical relationships
- distinguishes relevant and irrelevant information in relationship to selected points or arguments
- responds to questions in the text that require finding a relationship between what is given and what is known.

CRITICAL THINKING RESPONSES

- judges the quality of the story, evaluating such things as descriptions of reality, fantasy, characters or settings
- formulates questions and ideas that go beyond the information, such as inferences and concepts in the text – formulates hypotheses and theories for further investigation
- judges the validity and adequacy of main ideas, arguments and hypotheses
- evaluates the use of fallacies, such as: false analogy, failure to present all choices, avoiding the question, appealing to ignorance
- recognizes and judges various devices used to influence the receiver of the message: "loaded words", music, voice intonation, emotive language, propaganda.

APPRECIATIVE/EMPATHETIC RESPONSES

- reacts affectively to the content of the story, the characters and events, the mood and atmosphere, the language and tone
- supports personal subjective response
- evaluates the work as it relates personally: "What impact does this have on me?" "What do I think of this?"
- expands the range of personal emotional responses by empathizing with the characters' feelings
- identifies with people/situations encountered in literature
- relates literary experience to personal experience.

References

Smith, Carl B. et al. *Teaching Reading in Secondary School Content Subjects; A Book Thinking Process*. New York: Holt, Rinehart and Winston, 1978.

Lundsteen, Sara. *Listening: Its Impact at All Levels on Reading and the Other Language Arts*. National Council of Teachers of English, 1979.

Molloy, Michael. *Structuring a Literature Program, The Content of Reading*. London: Ward Lock Educational, 1976.

PREDICTING, SUMMARIZING AND WRITING USING STORY CHARTS

Purpose: The purpose of this activity is to enable students to:

- predict the events, behaviours of characters, outcomes, conclusions of print and non-print materials
- summarize a reading, viewing or listening activity, a unit in preparation for an exam
- develop a story element chart in preparation for writing.

PROCEDURE

Make a copy of a story element chart on the chalkboard, an overhead transparency, or chart paper:

BEGINNING	SETTING	CHARACTERS	ACTION/PROBLEMS	ENDING

The number of columns in the story element chart and the headings chosen will depend upon the students' background knowledge, level of understanding, the selection and/or activity.

- To help students become familiar with a story element chart, select a television program or a traditional fairy tale and complete the chart with the students.
- Have students suggest a story beginning and brainstorm for the other story element ideas. List these ideas under the appropriate headings. The result will be an outline for a writing assignment. Have students check to ensure that the elements listed relate to each other logically.
- Organize students into small groups to write a story using the chart. Ask a member of each group to read the original story and compare/contrast the stories in a discussion. Students may wish to role play their stories.
- Have students create story elements by completing a story chart individually. To help students get started, have a student supply information for one of the story elements and create a narrative using the information supplied. Have students check to ensure that all story information is related.

A chart may be similar to the following example:

BEGINNING	POSSIBLE SETTING	POSSIBLE CHARACTERS	POSSIBLE ACTIONS	POSSIBLE ENDING
Twelve midnight	at home (class input)	me unknown	strange sounds	my hair turned white

Students may complete an individual/group story or a simulation activity. Elicit the assistance of the drama teacher or a senior drama student to provide assistance in completing the following activities. Stories are selected from these classifications: mystery, romance, animal, adventure, science fiction and fairy tale.

The Storyteller: A group of four or five students selects one member to be the storyteller or author. This person sits at a desk and pretends to be typing or writing a story. The student verbalizes the story and the remaining members of the group act it out. When the author stops the flow of the story to think of another line or event, the players must "freeze". The acting is pantomime (without verbals).

Group Story: A group of four or five students will select one member to be the conductor. The conductor begins the story and then points to another team member to continue. The conductor may point to any member, any number of times and each time for a maximum of 10 seconds. The team must tell the story in such a way that it flows logically and smoothly from person to person and event to event.

Reference

Diagnostic Reading Program, Instructional Strategies 4. Alberta Education, Student Evaluation Branch, 1986, pp. 40-41.

FOLLOWING INSTRUCTIONS AT THREE LEVELS OF DIFFICULTY

The following instructions may be categorized as illustrated:

EASY →	MEDIUM →	DIFFICULT →
<ul style="list-style-type: none"> ● taking medicine ● following traffic directions ● preparing packaged foods (e.g., TV dinners, macaroni dinners) ● heeding warning signals on equipment (e.g., oil light in car) 	<ul style="list-style-type: none"> ● following recipes ● building a model ● following laundering instructions ● operating common household appliances (e.g., oven timer, vacuum cleaner) ● following rules for board games (e.g., Monopoly, Clue) ● maintaining and using sports equipment (e.g., bikes) ● operating equipment from rental shop (e.g., carpet cleaner) ● using household chemicals and cleaners (e.g., oven cleaner, Drano) ● following sewing patterns 	<ul style="list-style-type: none"> ● assembling furniture ● operating electronic equipment (e.g., VCR machine) ● filling out government forms ● maintaining major home appliances/equipment (e.g., furnace)

ACTIVITIES

1. Have students brainstorm for additional instructions they must follow every day and categorize them as easy, medium or difficult.
2. Have students describe the components of good instructions.
3. Provide opportunities for students to describe the risks involved in giving vague, unclear instructions or not following instructions precisely.
4. Invite appropriate community members to attend a class and give instruction to the students on specific activities or have students interview, in person or by telephone, the appropriate community member regarding:
 - changing oil in a vehicle
 - applying makeup
 - selecting clothing for a variety of occasions
 - styling hair using a blow dryer and a curling iron.

5. Conference with teachers of occupational courses to obtain instructions students will need to follow within the classroom: e.g., threading a sewing machine, using the oven, following safety precautions, building a wood product. Compare/contrast these instructions in terms of easy, medium or difficult to read/follow.
6. Encourage students to bring instructions from home and compare/contrast whether these are easy, medium or difficult to read and/or to follow. Rewrite sets of instructions to clarify them.
7. Have students make a list of self-monitoring strategies to be used when following instructions (e.g., check/double check).
8. Have students give examples of self-monitoring strategies they can use when giving instructions (e.g., ask the receiver questions to check that they are on track and the instructions are clear).
9. Assist students to understand that difficult instructions do not necessarily indicate that the job cannot be completed. Often, instructions in the workplace are of a repetitive nature and, once understood, students will be able to follow them in the future. Brainstorm with the students for strategies to use to manage instructions that appear to be difficult (e.g., trial-and-error approach, ask/watch a friend, ask teacher/supervisor to demonstrate).

VIEWING RESPONSE SHEET

Name: _____ Date: _____

Title of the Visual: _____

Name of Author/Movie Company/Series: _____

1. What do you like best about this item? _____
_____2. What is the main idea of the item? _____
_____3. Who is the intended audience? _____
_____4. What feelings were expressed by the visual? _____
_____5. What would you like to know more about? _____

6. Complete the PMI chart below.

P Plus	M Minus	I Interesting

7. Express your opinion about this visual. _____

CREATING A PHOTO/PICTURE ESSAY

Integrated Occupational Program English students may be visual learners and, therefore, will learn more successfully when viewing is combined with reading, writing, speaking and listening. A photo/picture essay develops cognitive and visual skills, exercises hemispheres of the brain and enhances self-esteem by providing the opportunity for students to use areas of strength to assist in the development of weak areas.

A photo/picture essay project can be divided into three phases with each phase activating different skills and alternative modes of expression.

1. The planning stage relies upon logical, sequential thinking skills and the drawing of visual representations of a simple action.
2. The acting-out/picture-taking/picture-collecting phase provides for mind and body engagement and hand-eye coordination.
3. The recording of the action involves specific reading and writing skills and creative thinking.

Have students begin with four or five drawings, photos or pictures for their essay and develop the topic using a variety of strategies/techniques (see *Teacher Resource Manual: Writing*, "Writing Domains", "The Writing Process", etc.). For example, students could photograph their work experience site and accompany the photos with a written description of tasks and activities. Science experiments, hobbies and extracurricular activities can all serve as topics for a photo essay assignment.

A photo/picture essay assignment permits students to begin the assignment at their current level of language competence, to expand personal levels of ability, to stretch their imagination and to gain personal satisfaction.

Specific areas where students may need some coaching include:

- composing a title that reflects a holistic view of the sequence
- writing captions that emphasize specific details
- writing a conclusion or personal opinion sentence that summarizes the photo essay.

Celebrate the final products and display them for all to enjoy!

A VARIETY OF VIEWING ACTIVITIES

The intent of the following activities are to increase student awareness of non-verbal communication.

1. Ask students to display and/or identify a series of common gestures; e.g., waving, winking, nodding, smiling.
2. View a segment of a television program that is familiar to the students but without the sound. Have students record and compare the gestures observed. Initiate a discussion about the meaning of these gestures and view the segment again to determine student accuracy.
3. Have the students organize themselves into groups of 3-5 members to prepare a non-verbal skit. The story should be 1-3 minutes in length and be told entirely through body language and facial expressions.
4. View a film or video on pantomime (e.g., Marcel Marceau: "At the Party") or invite the drama students to perform pantomimes for the English language arts students.
5. Have students list popular songs or movies and play a game of charades.
6. Have students collect descriptive vocabulary and ask them to portray each word non-verbally (e.g., angry, hopeless, ambitious, embarrassed, anxious).
7. Obtain picture sets from the library displaying facial expressions and/or gestures and ask students to identify the meaning of the non-verbal communication.
8. View a televised animated cartoon or a commercial without the sound. Encourage students to organize into pairs or small groups to prepare a script for the cartoon commercial. Provide time for students to share their scripts with the class.
9. Provide students with magazines. Have students cut out pictures showing non-verbal communication, make posters, label the communication and display these on posters to develop a bulletin board display on "Non-verbal Communication".

NON-VERBAL CUES

Purpose. To provide opportunities for students to recognize non-verbal cues.

The following activity is to be completed while students are grouped in pairs and sitting throughout the classroom. Students are to face each other, about one metre apart with nothing between them, and nothing in their hands to distract them. Some students will be comfortable on the floor while others will adjust their position to remain in their desks. Teachers may assign partners to increase class cohesiveness, etc.

PART A: LACK OF RESPONSE

- One student will be 'A', the other will be 'B'.
- Ask 'A' to role play being a tape recorder, which means 'A' does not respond to 'B' in any way, rather, just sits without moving.
- Assign 'B' a topic and permit 30-45 seconds for 'B' to discuss the topic (e.g., "My favourite memory", "My favourite TV program").
- Call "stop" and ask 'A' to "play back" the recorded message as closely as possible to the original.
- Reverse the above to allow 'B' to be the tape-recorder and 'A' to discuss a topic.
- Debrief students after this section by asking questions similar to the following:
 - How did you feel when you were the tape recorder?
 - How did you feel when you were the speaker?
 - Did you want to continue speaking when you had no response from the listener?

PART B: POSITIVE NON-VERBAL RESPONSES

Have students organize themselves into pairs and select an 'A' and a 'B'.

- Ask 'A' to role play the "attentive listener" and to use appropriate non-verbal skills while listening.
- Assign a topic to 'B' and ask these students to talk for 30 seconds. (Topics may include "My favourite weekend activity", "Why I like (person or sport)", or "My favourite food".)
- After completing the activity, reverse the roles, assign a new topic and continue for another 30 seconds. During the activity, walk around the classroom, model and acknowledge positive non-verbal cues (non-verbally).

- Teachers may wish to praise student behaviour after the first group of students have practised listening skills to direct and reinforce the purpose of the activity.
- Debriefing should be positive. Have students discuss their willingness to talk when someone appeared to be listening attentively. Ask students to identify and/or display some of the non-verbal cues used by their partners.
- Teachers may select a pair who displayed good use of non-verbal skills to perform for class observations.

PART C: NEGATIVE NON-VERBAL RESPONSES

Parts 'B' and 'C' are interchangeable; i.e., teachers may choose to complete Part 'C' with the pupils before Part 'B'.

- Students are again in pairs.
- Instruct the 'A' group to display quiet, non-verbal behaviours while the 'B' group are talking. Students must remain in their places.
- Assign 'B' a topic (e.g., "If I had a million dollars" or "Where I would like to live").
- Allow 'B' 30 seconds to talk and then reverse roles.
- Some negative non-verbal behaviours may include:
 - avoiding eye-contact
 - turning the body away
 - manipulating a pen, pencil, etc., with the hands
 - sighing
 - rolling the eyes up.
- Ask students to describe their feelings when they were the speaker/the listener.
- Compare/contrast the students' feelings and willingness to talk in activities 'A' through 'C'.
- Reinforce the above activities by asking students to observe and to share non-verbal behaviours used at home, on television, when speaking to friends, and/or at the workplace.

Provide opportunities throughout the term for students to apply appropriate non-verbal listening skills through a variety of discussion activities.

LISTENING PROCESS

I. Pre-listening		II. Active Listening	III. Post-listening	
1. ESTABLISHING THE CONTEXT <ol style="list-style-type: none"> 1. Focussing prior knowledge 2. Building background <div> <p>through</p> <ul style="list-style-type: none"> - asking questions - interviewing - brainstorming - reading about topic - learning about speaker - familiarization with speaker's dialect, style, etc. - viewing materials about topic - using manipulatives - sharing personal experiences - predicting non-verbal behaviours from audiotapes - making word associations </div>	2. FOCUSING ON THE LISTENING TASK <ol style="list-style-type: none"> 1. Forming intention to listen 2. Determining potential value of message 3. Anticipating meaning through predicting <ul style="list-style-type: none"> - speaker's intention - message content and organization 4. Expecting vocal and/or non-verbal cues to meaning 5. Anticipating speech style differences (e.g., spontaneous talk, written language read aloud) 6. Considering role in terms of context (e.g., size of audience, formality, purpose) 7. Determining relationship to speaker in order to respond appropriately 8. Understanding personal biases <div> <p>through</p> <ul style="list-style-type: none"> - role playing - simulations - webbing/clustering/mapping - listing questions speaker might address - writing predictions in learning logs - listening to tape of speaker on similar topic </div>	3. LISTENING AND COMPREHENDING <ol style="list-style-type: none"> 1. Attending 2. Filtering out distractions 3. Focussing on selected stimuli 4. Predicting meaning 5. Getting meaning from phonological, syntactic, and semantic sources 6. Using vocal, non-verbal, and visual cues to meaning 7. Adjusting to speaker's register 8. Summarizing continuously through inner speech 9. Following on speaker's sequence of ideas 10. Selecting relevant details 11. Understanding main idea of message 12. Evaluating message critically 13. Appreciating speaker's style and language use 14. Making personal associations 15. Understanding speaker's point of view 16. Providing appropriate feedback (e.g., supportive stance, eye contact, gesture, comments) 17. Setting aside personal biases 	4. RESPONDING AND CONSOLIDATING MEANING <ol style="list-style-type: none"> 1. Expressing personal understanding of message 2. Associating message with personal experiences, beliefs, attitudes, and feelings 3. Making inferences 4. Asking questions to clarify message 5. Comparing personal perceptions and understandings with those of others 6. Drawing conclusions 7. Recalling, clarifying, and organizing personal meaning 8. Remembering information using appropriate strategies 9. Evaluating ideas critically 10. Responding appropriately <div> <p>through</p> <ul style="list-style-type: none"> - generating questions - retelling - writing in response journals - examining features of speaker's style/language use - paraphrasing - dramatizing - cartooning/illustrating - writing in different formats - discussing/challenging - sharing/comparing interpretations - finding supporting evidence </div>	5. EXTENDING THE CONTEXT <ol style="list-style-type: none"> 1. Extending experiences with ideas in message 2. Extending language experiences beyond message <div> <p>through</p> <ul style="list-style-type: none"> - discussing related issues - drawing/sketching - dramatizing - role playing - reading/listening to related literature - debating - performing puppet plays - presenting orally on the same topic - developing visual material - writing and performing a song - researching and reporting - planning and taking field trips - transcribing talk (e.g., conversation, dialogue, reports) </div>

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For permission to reprint material, grateful acknowledgement is made to the developers, The Language Arts Team, Program Services Centre, Calgary Board of Education, 1988.

LISTENING SKILLS

The following listening skills are to be developed throughout the English language arts program. Teachers and students may use the list to evaluate listening skill development.

A. Listening skills to be used for presentations:

- identifies the speaker's purpose
- attends to speaker, tunes out distraction
- predicts the speaker's purpose for speaking
- listens with pen in hand, ready to take notes.

B. General listening skills to be used in a variety of situations:

- identifies similarities and differences between listening and reading
- recognizes the concept of noise pollution
- identifies bad habits, or barriers, to listening
- determines individual purpose for listening
- connects listening event to previous personal experiences
- extracts meaning from context clues
- follows the sequence of ideas
- remembers significant details accurately
- follows oral directions
- identifies main idea
- identifies supporting details
- paraphrases spoken messages
- summarizes
- draws conclusions, makes inferences
- asks questions (either mentally or on paper)
- assumes two-way responsibility for communication
- listens in order to imagine and extend enjoyment (e.g., music)
- distinguishes fact from opinion
- recognizes propaganda devices
- detects bias and prejudice
- recognizes persuasive language
 - voice intonation
 - misleading vocabulary
- recognizes emotive language
- evaluates sources of information
 - recognizes the limitations of hearsay evidence.

LISTENING CHART

Complete this chart as you listen to presentations in class.

Speaker's name/title: _____

Topic: _____

Location of presentation: _____

Speaker's purpose: _____

Examples of:

- facts _____
- emotional language _____
- language indicating bias _____
- propaganda devices _____
- opinions _____

Noteworthy features of the presentation:

- _____
- _____
- _____

Your opinion/reaction to the presentation and one supporting detail:

GUIDELINES FOR LISTENING

Students may require formal guidance and practice to develop listening skills. The following listening models may be used to:

- assist teachers to determine student comprehension of oral presentations and listening skills development
- assist students to self-monitor listening skills development
- assist presenters to increase presentation effectiveness.

Students, teachers, and guest speakers may deliver presentation types as follows:

- Sequence of events – retelling an eyewitness account, a story or a personal experience.
- Cause and effect – identifying consequences, focussing specifically on the causes and effects of a situation.
- Fact and opinion – stating and supporting an opinion with facts, clearly differentiating between fact and opinion.
- Demonstration – informing and/or instructing about a familiar activity.

The following models may be altered/expanded upon by the teacher as determined by the needs of the students and the nature of the presentation.

SEQUENCE OF EVENTS

Presentation title: _____ Name of presenter: _____

Presentation type: retelling an eyewitness account, retelling a story, retelling a personal experience
(circle one)

1. List two people/characters involved.
2. Briefly describe the setting (time/place) of this sequence of events.
3. List three events in this presentation.

Event 1: _____

Event 2: _____

Event 3: _____

4. Briefly tell the conclusion of this sequence of events.
5. What was unusual/interesting about this presentation?
6. Write a question you would like to ask the speaker about a sequence of events (to clarify a point, to expand information).

CAUSE AND EFFECT

Presentation title: _____ Name of presenter: _____

1. Complete the following chart as the speaker presents.

- Cause - a reason for an event occurring; something that makes an event happen.
- Effect - a result; an event; something that happens due to certain reasons.

CAUSE	EFFECT
Cause 1	1a 1b 1c
Cause 2	2a 2b 2c
Cause 3	3a 3b 3c

2. List two people, characters, countries, organizations, etc., involved.
3. Briefly describe the setting (time/place).
4. State the main idea of this presentation.
5. Briefly tell the conclusion of this cause and effect presentation.
6. What was unusual/interesting about this presentation?
7. State a question you would like to ask the speaker about the presentation (to clarify a point, to expand information).
8. Circle the positive effects listed on the chart above and be prepared to discuss the positive and negative effects.
9. Identify problem-solving strategies that may decrease the number of negative effects.

FACT AND OPINION

Presentation title: _____ Name of presenter: _____

1. What is the main idea of this presentation?
2. a. State the opinion expressed by the speaker.
b. Is the opinion expressed by the speaker a personal opinion or the opinion of another individual?
3. List supporting details for the opinion.
4. Give an example of one supporting detail that was not factual.
5. Think of a supporting detail that was not expressed by the speaker.
6. State a question you would like to ask the speaker about the presentation (to clarify a point; to expand information).
7. Do you agree or disagree with the opinion expressed by the speaker?

DEMONSTRATION

Presentation title: _____ Name of presenter: _____

1. What is the main idea of this presentation?
2. List three phrases/statements made by the presenter that added to the demonstration.
3. List the aids used by the presenter during the demonstration.
4. Write a statement that the presenter could have used in the demonstration.
5. State two facts presented that you found interesting or that were new to you.
6. Write a question that you would like to ask the presenter about the demonstration.

LISTENING RESPONSE SHEET

Name: _____ Date: _____

Title of the Presentation: _____

Date: _____

1. What did you like best about this presentation? _____

2. What was the main idea of the presentation? _____

3. Who is the intended audience? _____

4. What feelings were expressed by the presenter? _____

5. What would you like to know more about? _____

6. Complete the PMI chart below by listing positive, negative and interesting points about the presentation.

P Plus	M Minus	I Interesting

7. How would you improve this presentation? _____

LISTENING SURVEY

Name: _____ Date: _____

INSTRUCTIONS: Recall a recent communication experience and check and/or complete the behaviours you demonstrated while with that person or group of people.

- _____ Paid attention to others' thoughts and feelings.
- _____ Maintained eye contact.
- _____ Used non-verbal listening skills; such _____, _____ and _____.
- _____ Spoke without interrupting someone else.
- _____ Helped someone else join the conversation.
- _____ Helped someone to share personal feelings openly.
- _____ Told another person what I liked about him/her.
- _____ Found a positive way to handle a negative situation.
- _____ Explained my own ideas/opinions clearly without putting others down.
- _____ Gave a helpful suggestion.
- _____ Allowed others to share and did not monopolize the conversation.

List additional listening skills you used during the above communication experience.

Name two communication skills you would like to improve.

INSTRUCTION IN AND ABOUT SMALL GROUP DISCUSSIONS

Students may require assistance to develop appropriate discussion skills. For example, they may lack experiences and/or skills necessary to recognize nuances of tone and mood in the facial expressions and speech of others. Students will benefit from a variety of discussion experiences designed to enhance the flow of interaction, such as speaking, listening, questioning, acknowledging and additional listening. (See additional discussion strategies and activities which follow in this document.)

SETTING RULES

Members of discussion groups may increase their involvement if they feel they have some ownership of the rules. Have students generate discussion rules and post these as reminders. Ensure that everyone understands the rules. Rules may change according to the goals of the group.

GROUP SIZE AND SEATING ARRANGEMENTS

Small groups of four or five are ideally suited to discussion. A circle formation permits all members to participate equally.

MAKING DECISIONS

Reinforce the process by which decisions will be made: consensus, majority vote, compromise, minority control, expert or authority in the group. The strongest decisions are those arrived at by group consensus, yet consensus is often difficult to achieve.

ROLES

Students may require assistance when determining their roles and functions in the group (e.g., a recorder takes notes, a chairperson keeps the discussion on track and encourages all members to become involved). The natural leader of the group may need assistance to avoid replacing the appointed leader. Teachers may assign roles for initial discussion experiences.

GROUP GOAL

Clarify for students the specific goal of the group discussion and encourage them to use strategies designed for keeping the discussion directed at reaching the goal (e.g., calling attention to and recording major ideas).

EVALUATION

Provide opportunities for students to self-evaluate. Peer evaluation may follow when students understand fully the purpose and focus of peer appraisal. Teachers may circulate and observe group interaction focusing on participation, on-task behaviour, communication skills, etc. Debriefing will include positive behaviours and constructive criticism. (See Speaking, "Peer Feedback" and "Evaluation" in the preamble to this document, pp. 9-10.)

GROUP PROCESS SKILLS

The following tasks may require direct teaching:

- asking probing questions
- intervening if a member becomes disruptive
- calling attention to major ideas
- keeping time
- remaining on topic
- asking for opinions, information and suggestions from others
- offering opinions, information and suggestions
- correcting others
- asking for clarification
- releasing tension in the group
- working as a unit

SENDING "I" MESSAGES

"I" messages are statements from the speaker's perspective which describe emotions, a state of affairs, or a series of events. Used appropriately, they are highly effective since:

- "I" messages are descriptive, rather than judgmental and, therefore, there is no need for defensive behaviour on the part of the receiver
- the speaker takes responsibility and ownership for the outcome of the message, thus avoiding placing blame on others
- the speaker's self-assertion is permitted without loss of dignity or pride on behalf of the other party
- more honest communication and resolution of problems results.

The following suggestions and examples may assist in implementing "I" messages.

- Use "I" with feeling words:
e.g., "I really appreciate your doing the ironing, and folding the sheets and towels. It's a job I dislike."
- Use "when you" with behaviour descriptions; sometimes adding further clarification:
e.g., "When you make sarcastic comments to me in front of my friends, I get embarrassed. If you are annoyed with me, I would like you to tell me that directly."

Assist students to recognize that it is acceptable to:

- experience, identify and express feelings
- have and request fulfilment of needs and wants
- be assertive without hurting or blaming others.

Another skill in sending clear, honest messages is behaviour description. People may provide opinions and judgments about what they see happening, rather than describing what they saw and heard, and how they behaved. Assist students to use specific terms to describe events, using activities such as the following:

1. Make a game out of describing actions exactly as they are seen. Be very specific. (Example: Jimmy, I see you picking up your glass and putting it to your lips. I see the milk disappearing.) Pretend you are on the witness stand and are only giving the facts.
2. Give specific instructions about how to do a job. Then observe to see how closely your listener comes to doing it as you expected.

Reference

Vester, Nadine. *Communication Tool Kit*. Adapted from John L. Wallen, Northwest Regional Education Laboratory, Portland, Oregon.

Name: _____

Date: _____

Practice sending "I" messages by filling in the middle column. Complete the third column by imagining and writing down possible outcomes of your "I" message.

SCENE	DESCRIPTIVE "I" MESSAGE	POSSIBLE OUTCOMES
1. You are the last to get to use the bathroom in the morning and you are tired of constantly finding it in a mess.		
2. You want to make a phone call, but your sibling has been on the line for the past half hour.		
3. You see your "steady" (girlfriend/boyfriend) out with someone else and you want to know what is happening.		
4. You want to study, but you are distracted by the loudness of the TV.		
5. You have lent your tool set to a friend who does not look after them and returns them in poor condition.		
6. You have lent some money to a friend who has not repaid you.		
7. You have a car. You pick up a friend on the way to school everyday who routinely keeps you waiting.		
8. You have arrived late for school three times this week. You are told you will have a detention - you are asked to explain the problem you have.		

SCENE	DESCRIPTIVE "I" MESSAGE	POSSIBLE OUTCOMES
9. You are seated in the "No Smoking" section of a restaurant. At an adjacent table, someone lights up and you are bothered by the smoke.		
10. At your work study placement (a day care centre), you catch a youngster writing and colouring on the wall. The children know the rules about crayons use.		

Review your input in the chart and evaluate your responses using the following:

- Have you used "I" statements appropriately?
- Have you been clear and specific in describing the problem?
- Have you been straightforward, honest and objective?
- Have you given choices to the receiver, when appropriate? (e.g., To the child at the day care centre: "I am unhappy to see this mess on the wall. Colouring is done on paper. If it happens again, I will take your crayons away for the day. You decide.")

DISCUSSION GAMBITS

Students may lack the communication strategies required to involve themselves in discussions, to change the topic, to get others in the group to participate, to argue a point, to disagree, and/or to call closure. They may need instruction in using discussion gambits. Here are some that are useful tools for discussion.

GAMBIT	EXAMPLES
Interrupting	May I make a comment on that? May I add something? May I ask a question?
Steering the discussion	Let's get back to. . . Where was I? What were we talking about?
Offering an opinion or a guess	I'd say. . . I think. . . Could it be. . .
Offering a well-grounded opinion	I'm pretty sure. . . I'm almost positive. . .
Taking a stand	I personally feel. . . Personally, I believe. . .
Asking for suggestions	What would you do? What do you think?
Offering suggestions	I have an idea. . .
Restating someone else's point	What you're saying is. . . You're simply saying. . . You mean then. . .
Correcting oneself	Don't get me wrong. . . What I mean is. . . What I'm trying to say is. . .

GAMBIT	EXAMPLES
Giving examples	To give you an idea. . . For instance. . . To illustrate my point. . .
Summarizing and concluding	So in short. . . To sum up. . . In a nutshell. . . To make a long story short. . .
Agreeing with or correcting someone	That's right Exactly! Correct Not quite No, I'm afraid not. . . You're close. . .
Admitting a lack of knowledge	(I'm afraid) I don't know I'm not sure I forget I can't remember
Disagreeing	That doesn't fit I don't think so Get serious! No way! Get real! Frankly, I doubt. . .
Closers	Let's wrap this up. . . To summarize our discussion. . .

Reference

Gambits: Openers (1976); *Links* (1979); *Responders, Closers and Inventory* (1979). Copyright by Public Service Commission of Canada and Minister of Supply and Services of Canada.

SELF-EVALUATION IN GROUP DISCUSSIONS

It is important to monitor your participation in group discussions. The following checklist can be used to help you evaluate yourself.

Instructions: Take a few minutes to reflect honestly on your contributions to the class. Put a check next to those statements that are true of you in today's discussion and fill in the blank spaces appropriately.

Topic of Discussion: _____ Name: _____ Date: _____

1. ☐ I contributed ideas without waiting to be asked.
One idea I contributed was _____
2. ☐ I kept my remarks on topic.
3. ☐ I supported my ideas and remarks with specific details (e.g., I gave an example).
4. ☐ I listened carefully and thoughtfully in my group.
5. ☐ I can recall other group members' ideas.
One important idea was _____
6. ☐ I encouraged other group members to tell more about their ideas.
7. ☐ I asked other group members questions about their ideas.
8. ☐ I showed respect for other member's ideas and opinions, even if I disagreed.
9. ☐ I let other members finish speaking without interrupting.
10. ☐ I changed my mind about something as a result of listening to other members' opinions.
I changed my mind about _____
11. ☐ I think I might have made someone else change their mind about something as a result of an idea I contributed.
The issue was _____
12. ☐ I have a clearer concept of my own concerns/problems as a result of this group discussion.
13. ☐ I have a better understanding of other people's concerns/problems as a result of this group discussion.
14. ☐ Something I learned from today's discussion: _____

DEVELOPING QUESTIONS

I. Knowledge (Eliciting factual answers, testing recall and recognition)

Who?	Where?	Describe	Which one?
What?	How?	Define	What is the one best?
Why?	How much?	Match	Choose
When?	What does it mean?	Select	Omit

II. Comprehension (Translating, interpreting, and extrapolating)

State in your own words	Classify	Which are facts? Opinions?
What does this mean?	Judge	Is this the same as? . . .
Give an example	Infer	Select the best definition
Condense this paragraph	Show	What would happen if? . . .
State in one word	Indicate	Explain what is happening
What part doesn't fit?	Tell	Explain what is meant
What restrictions would you add?	Translate	Read the graph, table
What exceptions are there?	Outline	This represents
Which is more probable?	Summarize	Is it valid that? . . .
What are they saying?	Select	Which statements support
What seems to be?	Match	the main idea? . . .
What seems likely?	Explain	Sing this song
	Represent	Show in a graph, table
	Demonstrate	

III. Application (to situations that are new, unfamiliar, or have a new slant for students)

Predict what would happen if. . .
 Choose the best statements that apply
 Select
 Judge the effects
 What would result?
 Explain
 Identify the results of
 Tell what would happen
 Tell how, when, where, why
 Tell how much change there would be

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IV. Analysis (Breaking down into parts, forms)

Distinguish	What is the function of?	What's the theme? main idea?
Identify	What's fact? opinion?	subordinate idea?
What assumptions?	What statement is relevant,	What inconsistencies, fallacies?
What motive is there?	extraneous to, related to,	What literacy form is used?
What conclusions?	not applicable?	What persuasive technique?
Make a distinction	What does author believe?	What relationship exists
What is the premise?	assume?	between? . . .
What ideas apply? do	State the point of view of. . .	
not apply?	What ideas justify the conclusion?	
Implicit in the statement	The least essential statements	
is the idea of. . .	are. . .	

V. Synthesis (Combining elements into a pattern not clearly there before)

Create	How would you test?	Make up
Tell	Propose an alternative	Compose
Make	Solve the following	Formulate a theory
Do	Plan	How else would you? . . .
Dance	Design	State the rule for. . .
Choose		Develop
Write (according to the following. . .)		

VI. Evaluation (according to some set of criteria, and state why)

Appraise	What fallacies, consistencies, inconsistencies appear?
Judge	Which is more important? moral? better? logical? valid?
Criticize	appropriate? inappropriate?
Defend	Find the errors
Compare	

FORMING QUESTIONING CHAINS

Questioning chains are a series of linked questions that lead students to discover answers. Such chains begin with a specific focus and with closed-ended questions:

- How shall we start to find x ?
- What do you call this process?
- What kind of character is John?

When you've established that the students have noticed the significant bits of information needed to solve the problem, you expand the focus:

- What processes can we use to simplify the equation?
- What by-products does this process often lead to?
- What do you notice about John's behaviour?

After students have developed more skill, expand the focus again giving them responsibility for the chain:

- What should we do first?
- What is the goal of this problem?
- In stories, what is the first question we usually ask?

Questioning chains can also be used with the "I can't do any of this" phenomenon. Lead students through with questions; often they know the answer but don't realize they have all the pieces to figure it out.

- Well, you knew you needed help; that is a start. Can you read the problem?
- Do you know what all the words mean?
- What are we looking for?
- What's the first step?
- What's the second step?
- How will I do that? Why is that next?
- What next? How about this?

When students succeed with the problem, ask: "How can we check that answer?" and finish with "See, you can do it! I thought you said you couldn't, but you did!".

Reference

Pace, Sandra. *Instructional Mediation in the Classroom: How Teacher Talk Influences Student Learning*. Presentation given at 2nd Annual International Ethnography of Childhood Workshop, Camrose, Alberta, July 1-3, 1987.

A SEQUENCE OF SPEECHES

It is crucial for Integrated Occupational Program students to become self-confident about their oral language abilities. Employers value employees who can communicate effectively and with ease.

A series of planned speeches should be part of the English program. As students progress from Grade 10 to Grade 12, speeches should progress from self-centred topics to the critical analysis of an issue and time limits should be increased.

Speech No. 1 (1-2 minutes)	Speech No. 2 (1-2 minutes)	Speech No. 3 (2-3 minutes)	Speech No. 4 (2-3 minutes)
Suggested topics: <ul style="list-style-type: none"> • An embarrassing moment • What I will be doing ten years from now • The hardest thing I've ever done 	Suggested topics: <ul style="list-style-type: none"> • A demonstration on something I do well (e.g., mime, drive a vehicle, cross-country ski) • a demonstration of a community partnership activity 	Suggested topics: <ul style="list-style-type: none"> • A book presentation • A film you should (or should not) see • A personal opinion about a current news issue 	Suggested topics: <ul style="list-style-type: none"> • A report on an interview with someone in the workplace (e.g., job shadowing assignment) • An evaluation of the opinion of another person regarding a current news issue
Objectives: <ul style="list-style-type: none"> • to become aware of the audience • to learn simple strategies for preparing a presentation (e.g., notes on index cards) • to overcome nervousness 	Objectives: <ul style="list-style-type: none"> • to become less dependent on notes • to develop metacommunication skills (e.g., monitoring what the audience expects from the speech) • to become more fluent in speaking in front of an audience • to learn the value of gestures and body movements • to learn to use props and visual aids appropriately 	Objectives: <ul style="list-style-type: none"> • to show insight into the characters • to summarize and give main ideas • to share a personal opinion or judgment with an audience 	Objectives: <ul style="list-style-type: none"> • to organize thoughts into a sequence • to transmit information gained from another source • to make an evaluation of the sincerity of information

Preparing for making speeches should involve coaching the students on using notes or cards and rehearsing the speech. Writing the speech involves organizing the information. Strategies useful to students in the preparation phase include:

- writing an exciting or interesting sentence to attract the attention of the audience
- developing a thorough description/explanation of the selected topic
- concluding the presentation.

On occasion, have students evaluate each other to test listening skills and to provide constructive criticism using the "Sample Speech Evaluation Guide" which follows. Overuse or poorly timed peer evaluations may intimidate rather than encourage the student who is uncomfortable with oral presentations.

As students gain confidence in their speech-making abilities, teachers may wish to time the speeches and to appoint someone to record the number of speech disfluencies (e.g., "you know", "um", "er", "like", "ah").

To develop organization skills and self-confidence further, students should be given many opportunities to present impromptu speeches. Initiate these 50 to 90 second presentations using topics familiar to students and/or topics that will allow students to defend an opinion, such as:

- "My opinion regarding (current news issue) is . . ."
- "Students should be given greater/fewer smoking privileges because . . ."
- "The school team will win the tournament because . . ."

SAMPLE SPEECH EVALUATION GUIDE

Name: _____

Topic: _____

Date: _____

Time: _____ (minutes)

	<u>Yes</u>	<u>Needs Improvement</u>
1. The speaker was adequately prepared. Comment: _____	_____	_____
2. There was a definite opening, body and conclusion to the presentation. Comment: _____	_____	_____
3. The speaker made eye contact with the audience. Comment: _____	_____	_____
4. The speaker was able to control nervousness. Comment: _____	_____	_____
5. The speech was audible and clear to all listeners. Comment: _____	_____	_____
6. The speaker used notes/cards in a way that did not interfere with the main purpose of the speech. Comment: _____	_____	_____

Identify and comment on the speaker's strongest point: _____

Give two specific suggestions for improvement.

1. _____

2. _____

A GUIDE FOR EVALUATING SPEAKING

SCORE	LANGUAGE CONVENTIONS	DELIVERY	ORGANIZATION	CONTENT
5	Correct grammar and pronunciation are used. Word choice is interesting and appropriate. Unfamiliar terms are defined in the context of the speech.	The voice demonstrates control with few distractions. The presentation holds the listener's attention. The volume and rate are at acceptable levels. Eye contact with the audience is maintained.	The message is organized. The speaker sticks to the topic. It is easy to summarize the content of the speech.	The speaker seems to know the topic well and chooses details that help make the subject clear and interesting. The speaker is in control of the topic and has focussed the topic well. Important ideas stand out. The speaker uses the right amount of detail (not too much, nor too little) to make the important ideas clear.
3	Correct grammar and pronunciation are used. Word choice is adequate and understandable. Unfamiliar terms are not explained in the context of the speech. There is heavy reliance on the listener's prior knowledge	The voice is generally under control. The speaker can be heard and understood. The speaker generally maintains eye contact with the audience.	The organization is understandable. Main points may be underdeveloped. The speaker may shift unexpectedly from one point to another, but the message remains comprehensible. The speech can be summarized.	The speaker has some things to say, but doesn't seem to know quite enough about the main idea(s). Some ideas may be clear, while others may be fuzzy or may not seem to fit. The speaker may spend too much time on minor details and/or not enough time on main ideas.
1	Error in grammar and pronunciation occur. Word choice lacks clarity. The speaker puts the responsibility for understanding on the listener.	The student's voice is poor. The volume may be too low and the rate too fast. There may be frequent pauses. Non-verbal behaviours tend to interfere with the message.	Ideas are listed without logical sequence. The relationships between ideas are not clear. The student strays from the stated topic. It is difficult to summarize the speech.	The speaker has not thoughtfully explored or presented ideas; he or she does not seem to know the topic very well. Ideas seem very limited or seem to go off in several directions. It seems as if the speaker wrote just to get something down on paper. Ideas are not developed.

A score of 0 is to be assessed under the following conditions:

- Student attempted but was unable to complete the speech.
- Student read the speech.
- The evaluator was unable to hear the speech and was therefore unable to score in the four categories.
- The speech was under or over the time frame.
- The student used inappropriate language for a classroom.
- The student refused to give the speech.

PREPARING A PERSUASIVE SPEECH

1. State the purpose of your message in one or two sentences, including any action you are seeking.

2. Describe your audience (e.g., classmates, residents of a nursing home, a parent advisory group).

3. Explain where you will get your information (e.g., personal experience, interviews, library research).

4. List any terms you may need to define: _____

5. Will the issue you are talking about raise concern, or will your audience generally agree with you?

6. Do you expect any negative reactions toward you, the persuader? What might these be?

7. How will you initiate the message (e.g., give a personal example; provide statistics; a vivid description)?

8. What props/visuals might you use to make your message more concrete? _____

9. How will you conclude the message? (include some strategies to get the audience to act.)

10. Some do's and don'ts to think about:

<u>DO</u>	<u>DON'T</u>
<ul style="list-style-type: none"> ● get the audience to relate to your message by using concrete examples, a simple demonstration, props, visual aids ● show respect for your audience, whatever their views may be ● show that you have done your "homework" . . . show that your message is well-researched and reasoned, and that you can defend your position ● be concise ● focus on the people affected by the problem (e.g., children, the sick, the elderly) – create concern for others ● develop a sense of opportunity and challenge to investigate change ● develop a sense of urgency – you want action immediately ● encourage your audience to participate by seeking <u>simple</u> action from them (e.g., display a bumper sticker, donate a can of food, write a letter) – develop a sense of obligation and responsibility 	<ul style="list-style-type: none"> ● pressure the audience by asking too much of them ● use "put downs", ridicule or sarcasm to negate the opposing view ● hide the opposing side of the problem – be prepared to discuss it fairly and fully if it arises, without resorting to the "ya-but" technique ● use the "everything but the kitchen sink" approach – choose only your best arguments ● make it appear that your solution comes at the expense of the audience's position ● dwell on problems, difficulties or troubles that make the solution seem burdensome

Suggested topics for persuasive speech making:

- Sensitize your audience to the plight of poverty-stricken families and persuade them to donate to the food hamper project.
- Inform your parents of the many interesting outcomes of hosting an exchange student, and persuade them to let you participate in the program.

Integration activities with social studies:

- Monitor the newspapers for current news issues (e.g., strikes, abortion, free trade). Identify strategies to be used by divergent sides to persuade the audience to see it "their" way.

PERSUASIVE SPEECH EVALUATION GUIDE

Name of Speaker: _____

Name of Evaluator: _____

Topic: _____

Date: _____

Time (in minutes): _____

1. State, in one sentence, the chief purpose you felt the speaker had in mind.

2. Evaluate the persuasive speech by checking the appropriate column for each of the following criteria.

	<u>Well Done</u>	<u>Satisfactory</u>	<u>Needs Attention</u>
● The problem was stated clearly and concisely.	_____	_____	_____
● The speaker used examples, personal anecdotes, visual aids effectively to get the audience to relate to the problem.	_____	_____	_____
● The speaker stated the consequences of action we may choose.	_____	_____	_____
● The speaker offered alternatives.	_____	_____	_____
● The speaker created a sense of urgency for action.	_____	_____	_____
● The speaker showed authoritativeness on the topic (i.e., good judgment and expertise).	_____	_____	_____
● The speaker showed trustworthiness by:			
– presenting issues fairly and fully	_____	_____	_____
– not acting out of his own vested interest	_____	_____	_____
– sharing and respecting the basic values of the audience.	_____	_____	_____
● The speaker effectively converted agreement into action.	_____	_____	_____
● Overall, this speaker was credible.	_____	_____	_____

3. Provide summary comments which would help the speaker to improve his/her persuasive speaking abilities

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SAMPLE ACTIVITIES FOR GIVING AND FOLLOWING INSTRUCTIONS

These exercises will provide students practice in noting organizational patterns and following spoken directions.

GIVING AND FOLLOWING INSTRUCTIONS

The chart "Giving and Following Instructions" provides four geometric patterns. It may be used in a variety of ways:

- A volunteer may come to the chalkboard without a copy of the chart and try to reproduce it following only the spoken directions of another volunteer (while others in the class follow along with their charts before them).
- All four patterns may be used in a single period-long activity or used one at a time four days in a row or four weeks in a row.
- The chart may also be used by pairs of students. The first student, viewing the chart, gives directions orally to another who has only a blank sheet of paper. The second must reproduce the pattern by following the spoken directions.

After students become familiar with the four drawings, they may create similar figures and continue with practice sessions.

FOLLOWING SPOKEN INSTRUCTIONS

The incomplete map in "Following Spoken Instructions" provides students with a rough sketch of a neighbourhood. Using it as a guide, listeners must develop a detailed map from spoken directions heard only on the telephone. Have the teacher or a student volunteer tape-record the following set of directions. When the recording is played, student listeners fill in street names and important places. Afterward, they may compare their maps for accuracy and listen again to the tape-recording to double check the details.

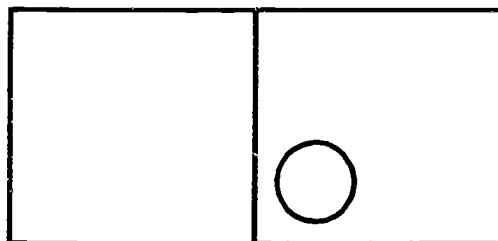
Voice on the telephone: "The main highway along the top of the map is Blackstone Avenue. It is north of the city. To reach Elmcrest Avenue where the concert is taking place, drive south along Elm Street for five blocks. Then go east on Green Street for eight blocks. You will see a high school on Green Street across from a Mobil station. After going eight blocks along Green Street, turn south on High Street; then go down High Street four blocks to a large bank building and turn west. This is Elmcrest. The concert is in an auditorium also used for sports events. It is three streets west on Elmcrest."

Before students listen to the recorded directions, they should be told to pencil in all the streets and avenues named by the voice on the telephone. The incomplete map given lists all street and avenue names on the bottom so listeners can spell each one correctly. After students have listened to the directions once and have made and compared their maps, they may listen to the recorded voice again to double check their results for accuracy.

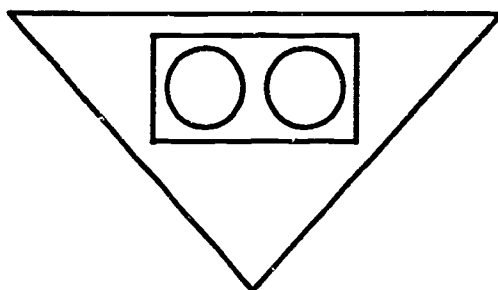
For permission to reprint copyrighted material, grateful acknowledgement is made to Thomas G. Devine for excerpts from *Listening Skills Schoolwide*, National Council of Teachers of English, 1982, pp. 29-31.

GIVING AND FOLLOWING DIRECTIONS

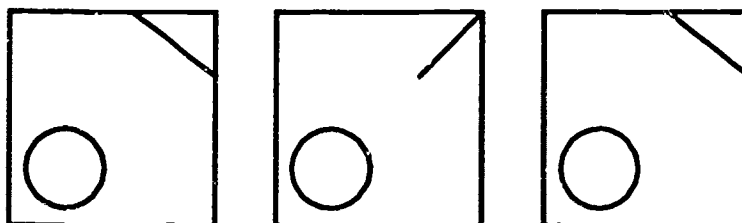
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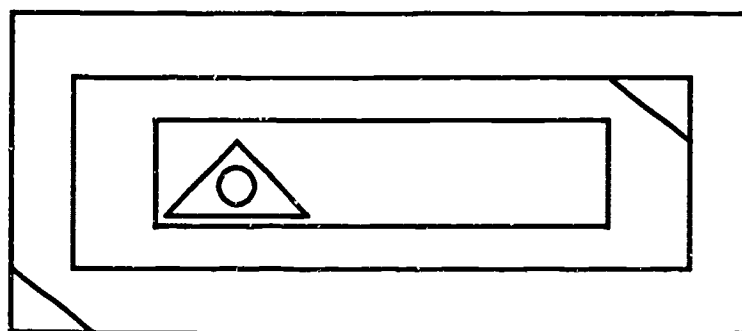
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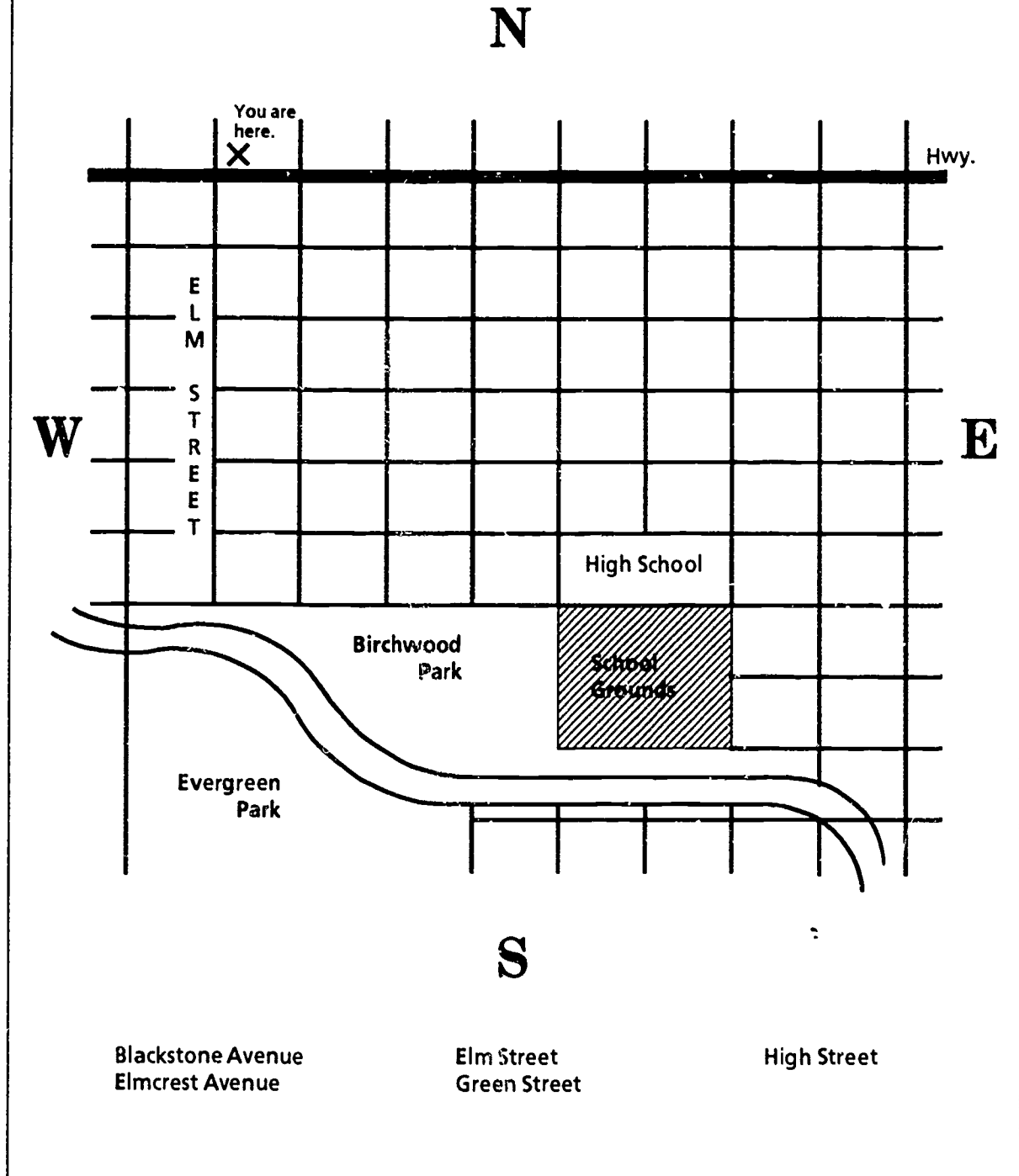


4.



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FOLLOWING SPOKEN DIRECTIONS
(Completing a map)



Strand: Speaking

PEER FEEDBACK

The intent of providing opportunities for peer feedback is to enhance student learning. Students must be prepared to give and receive feedback appropriately. Feedback will include positive statements and constructive criticism.

Teachers are encouraged to use a variety of strategies designed to provide an environment conducive to giving and receiving peer feedback. Students must recognize the purpose of the activity and must be aware of and sensitive to the feelings of others. (See "Classroom Environments: Emotional and Physical Safety" and "Evaluation", in the preamble to this document.)

The following may prove useful when planning for peer feedback activities.

FEEDBACK WILL

- Contain a balance of positive comments and constructive criticisms.
- Contribute specific examples of positive behaviours and constructive criticisms.
e.g., "Jason, I liked the way you nodded your head and smiled when you were listening to Sharon."
"Jessica, you have some interesting ideas and you express them well. Next time, wait until other people stop talking before you share your ideas."
"If you put this sentence after this one, Bobby, would the meaning be clearer?"
- Focus on a maximum of three skills and/or behaviours, such as non-verbal communication, participation, on-task behaviour, sentence structure, paragraphs, etc.
- Provide examples of appropriate behaviours rather than list inappropriate behaviours.
e.g., **Instead of saying:**
Don't interrupt.
You didn't remain on topic.
Consider saying:
Listen to everyone. We all have something important to contribute.
That is a great topic to discuss. If your discussion gets off topic, write down the new topic for later reference and continue with the present topic.
- Provide opportunities for students to contribute suggestions about strategies to encourage appropriate behaviours.
e.g., If the discussion has wandered from the topic, ask students for strategies that may be used by group members to remain on topic.
If a student is not participating, ask students to contribute strategies designed to include everyone.
If a paragraph does not focus clearly on the thesis statement, ask the student to suggest ways to adjust the writing to support the thesis statement.

TEACHING STRATEGIES

MODEL FEEDBACK BEHAVIOUR

Provide feedback:

- to the entire class after completing a group activity, such as analyzing a community partnership experience
- to small groups after completing a group project, discussion, etc.
- to individual students about participation in groups, written work, etc.

COMPARE STUDENT AND TEACHER FEEDBACK

After completing a community partnership or other class activity, student and teacher evaluations may be compared.

e.g., Evaluate a visit to a newspaper office, a classroom presentation by a community member, a film, a newspaper article.

IDENTIFY AND DEFINE THE FOCUS OF THE FEEDBACK

Identify the focus of an evaluation and provide opportunities for students to obtain a thorough understanding of the focus.

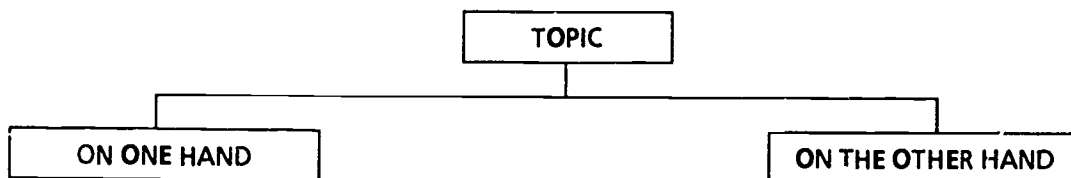
e.g., The intent of the feedback may be to focus on whether the supporting details relate to the facts and the thesis statement. Provide practice for students to enhance their knowledge about thesis statements, facts and supporting details.

USE VARIOUS FEEDBACK, TECHNIQUES AND TOOLS (See "Evaluation" in the preamble to this document, pp. 9-10, and Process/Inquiry.)

e.g., de Bono's PMI

Plus	Minus	Interesting

Comparative and Contrastive Maps



PROVIDE OPPORTUNITIES FOR STUDENTS TO RESPOND TO THE WORK OF PEERS

Initial activities should have students working with a self-selected partner and have one feedback focus.

As students become increasingly comfortable and feedback less threatening, the teacher may pair students on occasion, the focus may increase to two or three skills and/or behaviours, and the subject of the evaluation may vary.

CRITICAL/CREATIVE THINKING AND INQUIRY STRATEGIES**CRITICAL THINKING**

The process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of strategies each of which to some degree combines analysis and evaluation.

CREATIVE THINKING

The process of producing novel and insightful approaches and ideas.

CRITICAL THINKING is a process of analyzing and evaluating claims, conclusions, definitions, evidence, beliefs and actions. This process can involve the use of criteria to make judgments about the past, present and future. It is not a single activity or skill. While it may be involved in, it is not synonymous with problem solving, decision making or Bloom's taxonomy. What distinguishes critical thinking from other thinking strategies is the purpose to which it is put, to evaluate the importance of an idea.

CREATIVE THINKING emphasizes divergent thinking and the production of new and original ideas. We value its importance for producing new knowledge, innovations and artistic expressions.

Critical and creative thinking (judging and producing ideas) consist of a number of strategies using various skills. Some of the skills are listed below.

CRITICAL THINKING SKILLS

- Distinguish between facts and opinions
- Determine the reliability of information
- Determine the accuracy of information
- Distinguish relevant from irrelevant information
- Detect bias, stereotyping, clichés and propaganda
- Identify assumptions
- Identify ambiguous statements
- Recognize inconsistencies in a line of reasoning
- Determine strength of an argument
- Consider and assess a variety of alternatives before forming an opinion or making a decision

CREATIVE THINKING SKILLS

- Reassess ideas and approaches
- Identify new ways of doing things
- Combine the best from the old and the new
- Organize ideas in new ways
- Express thoughts and feelings in original ways

INQUIRY STRATEGIES

Inquiry strategies are used to locate and organize information about a question, a problem or an issue.

A MODEL FOR ANSWERING QUESTIONS OR SOLVING PROBLEMS

Define a question/problem

Develop questions or hypotheses to guide research

Gather, organize and interpret information

Develop a conclusion/solution

A MODEL FOR MAKING DECISIONS

Identify an issue

Identify possible alternatives

Devise a plan for research

Gather, organize and interpret information

Evaluate the alternatives using collected information

Make a decision, plan or take action on the decision (if desirable and feasible)

Evaluate the action plan and decision-making process

INQUIRY PROCESS MODEL (1981)

Identify and focus on the issue

Establish research questions and procedures

Gather and organize data

Analyze and evaluate data

Synthesize data

Resolve the issue (postpone taking action)

Apply the decision

Evaluate the decision, the process and (where pertinent) the action

TEACHING A THINKING STRATEGY

Alley and Deshler's approach to strategy teaching uses the following instructional steps:

1. **TESTING** students on a task that requires the use of the strategy to be taught. The results are discussed with each student, emphasizing individual strategy deficiencies.
2. **DESCRIBING** the steps involved in the target strategy to students. Details include specific appropriate behaviours, their sequence and ways in which the strategy could assist students.
3. **MODELLING** the strategy for students. Teachers should think aloud so the student can follow every process involved in the strategy.
4. **ASKING** students to rehearse verbally.
5. **PRACTISING THE STRATEGY** with the students through controlled activities/materials.
6. **PROVIDING TEACHER FEEDBACK.**
7. **USING GRADE-APPROPRIATE ACTIVITIES** to practise strategies.
8. **PROVIDING POSITIVE AND CORRECTIVE FEEDBACK** as students progress through practice material.
9. **RETESTING STUDENTS** to determine the extent of acquisition of the strategy. (Same test given in Step 1 using different materials.)

Reference

Alley, Gordon and Donald Deshler. *Teaching the Learning Disabled Adolescent: Strategies and Methods*, Love Publishing Co., 1979.

DE BONO'S TOOLS FOR TEACHING THINKING: CoRT

"Thinking is a skill, and like a skill, it can be developed and improved if one knows how."

– Edward de Bono

There are many proponents of direct teaching of thinking as a skill and Edward de Bono is one of the internationally recognized authorities in the field. He proposes a "tools method" whereby techniques for guiding the thinking processes are taught as discrete skills, practised in elementary contexts and later applied spontaneously and independently to real problems. The real life problems change but the tools remain applicable. A list of thinking tools follows.

PMI tool This tool reminds students first to direct their attention to the **Plus** points, then the **Minus** points and finally the **Interesting** points of a new idea, not just to a yes or no conclusion. Students must make an honest and thorough search in each direction. Once this thinking tool is learned, students will resort to its use spontaneously and independently in their problem solving endeavours.

Example:
What would happen if we removed all the seats from city buses?

Plus	Minus	Interesting
<ul style="list-style-type: none"> • more passengers could be transported • it could then become less expensive to ride 	<ul style="list-style-type: none"> • accidents could be disastrous! • bus travel would be uncomfortable 	<ul style="list-style-type: none"> • human interaction would change • people in wheelchairs may appreciate change

Applied to real life problem-solving situations, a PMI can help individuals to clarify and help arrive at answers to such questions as:

- Should I quit school?
- Should I move to Edmonton?
- Should I take a part-time job?
- Should our school adopt uniforms as the standard dress for all students?

C and S (Consequences and Sequels):

- listing the immediate, short-term and long-term effects of a choice to help make a decision.

CAF (Consider All Factors):

- brainstorming and listing everything that needs to be considered in thinking about a problem, formulating a plan, organizing the input and making a decision.

FIP (First Important Priorities)

- making and examining a list and prioritizing items in the list.

AGO (Aims, Goals, Objectives)

- developing an action plan and/or making a decision by examining the desired outcomes.

APC (Alternatives, Possibilities, Choices)

- searching for alternatives and extending beyond the obvious in order to consider other possibilities and choices.

OPV (Other People's View)

- collecting, examining and considering the views of others.

These simple tools are the components of the first section of de Bono's program which is called CoRT (Cognitive Research Trust). These tools promote the making of a broader perceptual map; that is, how widely and deeply we see. For Integrated Occupational Program students, the following should be considered:

- make use of key visuals (i.e., charts, lists) to store the information and act as a permanent external memory in the problem-solving process
- provide opportunities for practice using these tools in meaningful and novel problem-solving contexts to promote transfer and spontaneous use
- discuss with students the most appropriate tool to use for a particular problem and have them substantiate the reason for their choice.

References

de Bono, Edward. "Beyond Critical Thinking", Curriculum Review, January/February 1986, pp. 13-16.

de Bono, Edward. "The Practical Teaching of Thinking Using the CoRT Method", Special Services in the School, Vol. 3 No. 1/2, Fall/Winter 1986, pp. 33-47.

CRITICAL/CREATIVE THINKING STRATEGIES

The intent in teaching process skills and inquiry strategies is to increase student metacognition; that is, their awareness of personal thought processes.

The English program is designed to facilitate student recognition and application of various process skills and inquiry strategies.

While learning-to-learn strategies are formally addressed in the English program, all teachers are encouraged to reinforce inquiry strategies in every subject of the Integrated Occupational Program through cooperative planning. A teaching strategy may involve the introduction and application of the semantic webbing strategy in the English class. Other I.O.P. teachers could incorporate semantic webbing during appropriate lessons to fortify the strategy in another context. As a result of cooperative planning and reinforcement in a variety of contexts, students may recognize the transferability of inquiry strategies.

Critical/Creative Thinking Strategies are intended to structure process skills to help develop student:

- awareness of individual learning patterns
- repertoires of thinking strategies
- application of a variety of thinking strategies.

Five "Critical/Creative Thinking Strategies" are recommended for use in the Integrated Occupational Program.

BRAINSTORMING (FLUENCY)

Brainstorming or fluency activities generate creative thinking, as the free flow of ideas is not hindered by assessment. Students are encouraged to verbalize, write or demonstrate all their ideas about a concept, word and/or event. Fluency activities may be used to:

- introduce a new unit
- review previously learned knowledge
- explore feelings and emotions
- initiate a community partnership activity.

Classroom fluency activities contribute to increased individual creativity and may also:

- increase student self-esteem (all ideas are accepted)
- motivate students
- enhance classroom cohesiveness.

Teachers may wish to incorporate qualifiers to provide an achievable goal (e.g., list 20 items that. . .)

The following suggestions may prove useful to introduce and apply fluency:

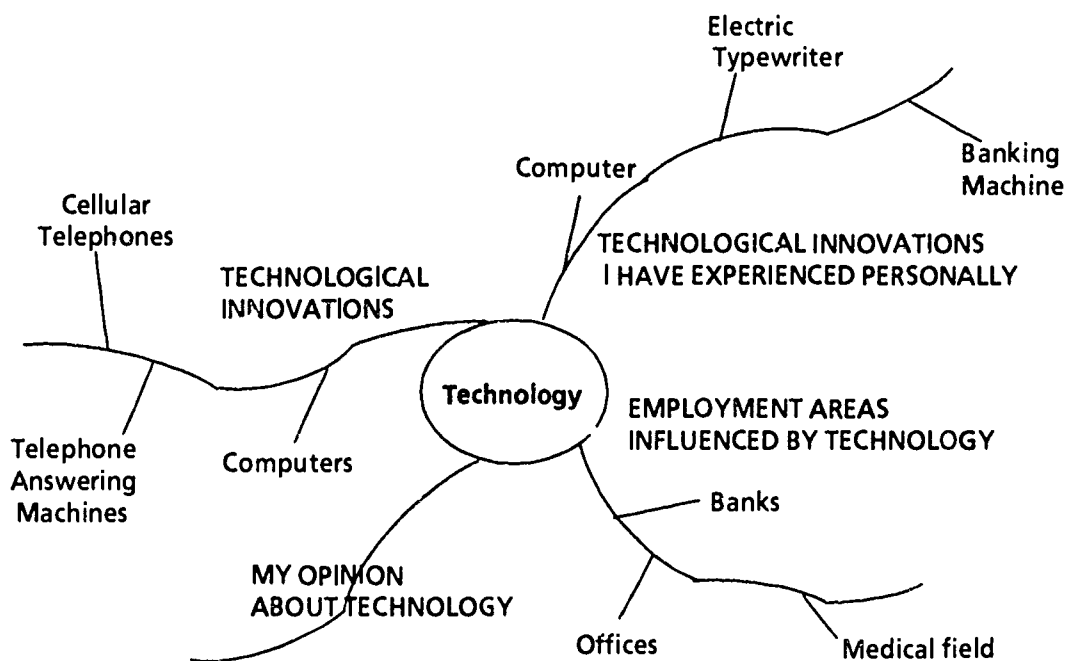
1. List the names of all the jobs you can think of. Special recognition will be given to the student who lists the largest number and/or who lists a job others fail to identify.
2. Tell me all the organizations/agencies related to the medical system and I/we will summarize your comments on the overhead.
3. Organize yourselves into groups of three and make a group list of uses of a paper plate.
4. We have been calculating wages in mathematics class. Where in the community can we go to learn more about wages, salaries and other employee financial arrangements?

MIND MAPPING

Mind mapping is similar to fluency as free thinking is encouraged and all ideas are accepted; however, structure, commonly in the form of categorizing, is incorporated in the Mind Mapping thinking strategy. Mind mapping encourages students to create a diagram displaying the ideas emerging from the thinking process. This strategy may be used to:

- recall and/or store personal information
- explore new vocabulary, concepts or issues
- develop a set of ideas expanding upon a main topic as a prewriting activity
- organize ideas from a fluency activity
- store, recall, organize, imagine and analyze information.

The diagram below illustrates the use/structure of the mind mapping strategy by exploring a concept in preparation for writing.



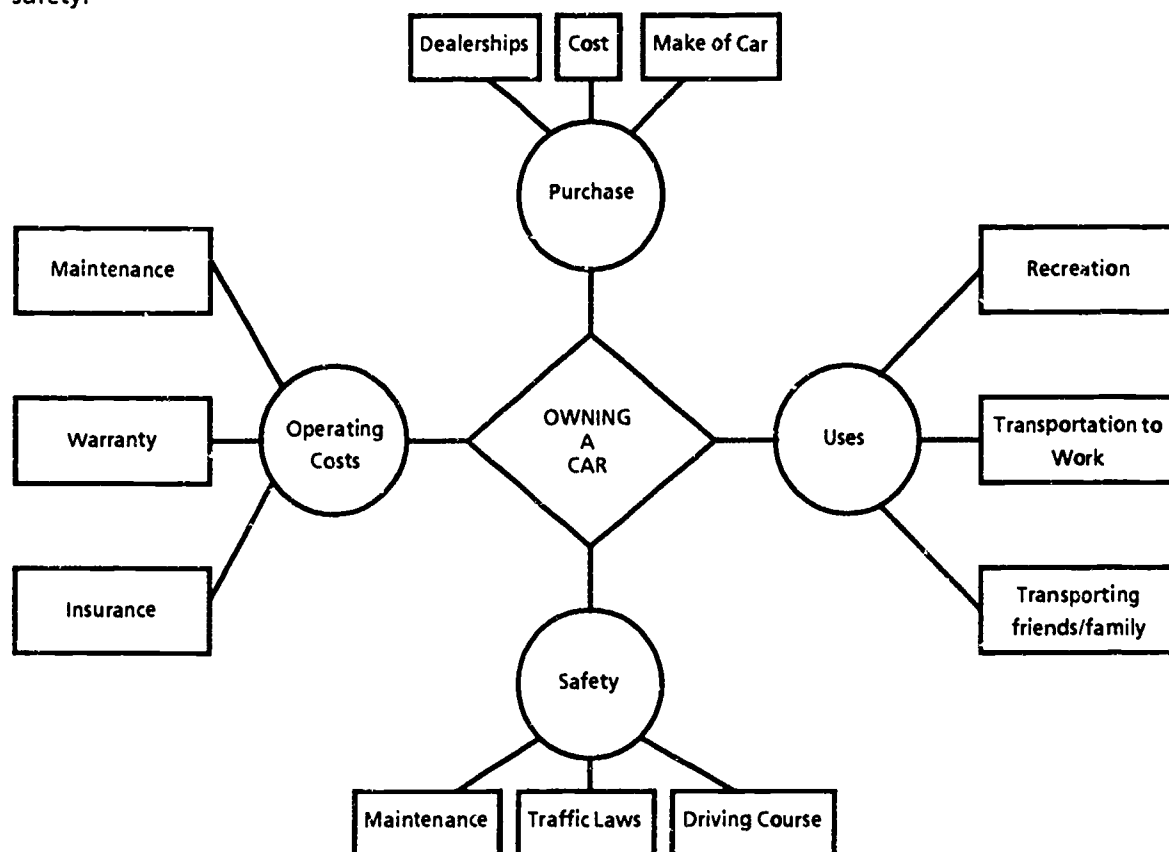
Depending upon the abilities of students, teachers may wish to extend the categories represented by each "arm" of the map. Referring to the previous example, extension categories may include technology and the quality of life in the community, province, country.

SEMANTIC WEBBING

Semantic webbing is also intended to expand student knowledge and application of critical and creative thinking. Similar to mind mapping, ideas relate to a central concept. Semantic webbing, however, involves further structure to enable students to complete a variety of activities including:

- reviewing subject material for a test
- outlining processes in planning activities
- connecting new information to old knowledge
- outlining the setting, qualities and behaviour of the main character, the plot and/or the conflicts of a story
- illustrating parts of a piece of equipment.

A diagram of a semantic web using "Owning a Car" as the main idea follows. A semantic web may serve to initiate further exploration of each detail and/or sub-detail. To illustrate, "Safety" could become the main idea of a new configuration which may investigate details and sub-details of vehicle safety.



LATERAL THINKING

A lateral thinking strategy may be used to solve a problem by adopting a different method of attack rather than extending the current method. The concept of "bigger and better" opposes the lateral thinking objective. To illustrate, increasing financial support for social services may not necessarily improve the quality of care; increasing technology may not necessarily improve quality of life and employment opportunities, etc.; increasing the number of highways may not be the ideal way to solve transportation problems.

Lateral thinking may prove to be challenging to most students as they are required to alter an often deeply ingrained mind set – that "bigger is better".

Teachers are encouraged to initiate the learning of lateral thinking, using fairly simple concepts such as asking students to think of everything with:

Sample Responses:		
	Conventional	Unconventional
• wheels	bicycles	watches
• a triangular shape	Christmas trees	cones on the retina of the eye
• gills	goldfish	human embryos
• the letter "z"	zebras	scrabble games

Students' lists will contain conventional responses (bicycles, Christmas trees, goldfish, zebras) and with practice will include a variety of unconventional responses (watches, cones on the retina of the eye, human embryos, scrabble games). A variety of similar activities will assist in expanding students' mind sets.

Subject related examples of lateral thinking may include:

- Mathematics: Fractions – e.g., $\frac{1}{4}$
 - quarter time in music
 - quarter of an hour
 - quarter percent regarding interest rates
 - quarterhorse
 - quarterback
 - quarter of one dollar.
- Practical Arts: Cooking – If the stove fails to function, how can we cook?
 - a bar-b-que
 - a campfire
 - a heated rock
 - a car manifold
 - a microwave oven.

MOVIES OF THE MIND

The movies of the mind thinking strategy states that learning will increase when connections are made between the cognitive and affective domains. When possible, concepts are to be taught in reference to emotions and/or the five senses. Students are encouraged to recall and/or imagine a word, concept or issue, to display the information in their minds as if it were a movie, and to recall or associate feelings/sensations with the events of the movie.

Movies of the mind provide opportunities for:

- deeply stored information to surface and
- students to transfer and/or connect old knowledge to new information.

To connect old and new knowledge for greater understanding, students may be asked to imagine a movie of the mind about when they studied bacteria growth on various substances in science. While the movie is "playing", students would recall the smells, sights, sounds, tastes and feelings they may have experienced at that time. (Imagining the affective domain will often increase cognitive recollection.) A lesson on bacteria, one-celled organisms, infections, diseases or other related topics could then be developed and students would build new information upon old, recalled knowledge.

References

Buzan, Tony. *Use Both Sides of Your Brain*. E.P. Dutton, N.Y., 1983.

Chambers, John H. "Teaching Thinking Throughout the Curriculum – Where Else?", *Educational Leadership*, 45, 7, April 1988.

Costa, Arthur L. "Teaching for, of, and About Thinking", *Developing Minds: A Resource Book for Teaching Thinking*. Association for Supervision and Curriculum Development. Alexandria, Va., 1985.

de Bono, Edward. "The Direct Teaching of Thinking on a Skill", *Phi Delta Kappan*, 64, 10, June, 1983.

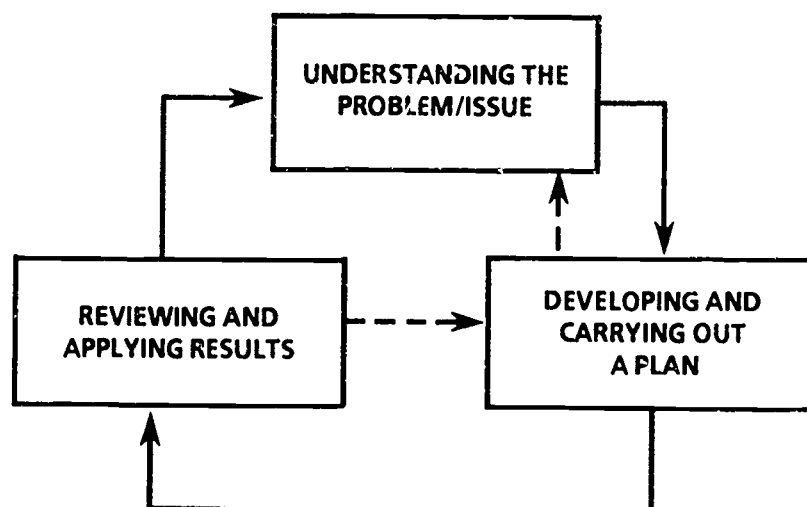
Juntune, Joyce. *Developing Creative Thinking – Book 1 and Book 2*. Circle Pines, MN, 120 Creative Corner, 1984.

Phillips, Gary, and Maurice Gibbons. *Ways to Improve Classroom Instruction*. Edu. Serv., 1155 West 8th Avenue, Vancouver, B.C., V6H 1C5.

Sternberg, Robert J. "In Defense of 'Critical Thinking' Programs", *Education Week*, October 15, 1986.

A PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK FOR I.O.P.

The problem-solving/decision-making framework outlined should not be interpreted as a model consisting of fixed and rigid stages and strategies. Its use will depend on individual problems and individual students. Students may not always use each stage of the model and will select only those strategies that are appropriate to the concern or problem. Students should recognize problem solving/decision making as a series of interrelated actions that lead to a solution.



The following guidelines may be of assistance in planning effective problem-solving/decision-making activities.

- Share the framework and strategies with all students.
- Encourage students to be creative and experimental in their approach to problem solving/decision making. The strategies in problem solving and decision making, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities in context and/or in a skills-focussed sub-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest and experience, and that the cognitive demands of the issue/ problem correlate with developmental levels of the students.
- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation, and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem; however, past experiences or present attitudes may prevent some students from accepting this challenge.

UNDERSTANDING THE PROBLEM/ISSUE

During this stage, students are encouraged to think about the problem before attempting a solution. The teacher may ask questions and suggest strategies to focus attention on information and conditions of the problem.

Problem-solving strategies used in this stage include:

- knowing the meaning of all words in the problem
- identifying key words
- looking for patterns
- identifying given and needed information
- identifying extraneous information
- restating the problem in one's own words
- asking questions
- drawing pictures/diagrams
- using concrete manipulatives
- interpreting pictures/charts/graphs.

DEVELOPING AND CARRYING OUT A PLAN

In this stage, students should plan strategies for solving the problem and then use these strategies to actually solve the problem. When planning strategies, students should look for various methods of solving the problem. It should be emphasized that there are many strategies that can be used effectively to solve the problem. Once appropriate strategies have been planned, the student "carries out the plan" to arrive at a solution.

Strategies used in this stage of the process include:

- guessing and checking (improving the guess)
- choosing and sequencing the operations needed
- acting out or simulating the problem
- applying patterns
- using a simpler problem (making an analogy)
- collecting and organizing data into diagrams, number lines, charts, tables, pictures, graphs or models
- experimenting through the use of manipulatives
- breaking the problem down into smaller parts
- working backward
- using logic or reason
- estimating the answer
- documenting the process used
- working with care
- working in a group situation where ideas are shared.

REVIEWING AND APPLYING RESULTS

This stage encourages students to assess the effectiveness of their solution, and to consider the accuracy of their results. Answers should be related to the question in the problem to verify that the problem has indeed been solved. Evaluation of the strategies used increases awareness of their appropriateness and of other strategies that might have been used. Reflection on the process used should encourage students to generalize and apply the strategies to related situations.

Strategies in this stage of the process include:

- stating an answer to the problem
- restating the problem with the answer
- explaining the answer
- determining if the answer is reasonable
- discussing process used and applying it to other problems
- discussing other ways to solve the problem
- checking the answer
- making and solving similar problems
- considering the possibility of other answers.

COOPERATIVE LEARNING

Cooperative learning is a teaching-learning strategy that encourages and requires students to work together in order to achieve common goals. Teachers provide a situation that is structured so that students are dependent upon each other to complete a learning task.

Note: The degree of success achieved through cooperative learning strategies depends upon effective and continuous teacher, peer and self-evaluation, nature and interpersonal maturity of students and focus of the activity. Teachers are encouraged to select teaching strategies in keeping with abilities and needs of students.

The basic elements of cooperative learning are:

- positive interdependence of group members
 - common goals
 - division of labour
 - sharing materials, information and resources
 - individual/group rewards
- direct interaction among group members
- individual accountability for completing and mastering assigned material
- interpersonal and small group skills development.

Teachers are encouraged to review a variety of appropriate materials in order to enhance understanding of cooperative learning and related classroom strategies. The following may be of assistance:

- Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. *Circles of Learning: Cooperation in the Classroom*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA. June 1986.
- Johnson, David W., Roger T. Johnson and Edythe Johnson Holubec. *Cooperation in the Classroom: Revised*. Interaction Book Company, 7208 Cornelia Drive, Edina, MA. 1988.

COOPERATIVE LEARNING STRATEGY: TEAM PLAN

The team plan strategy will provide opportunities for students to cover course material while enhancing personal and interpersonal skills. The teacher is a coach, director, monitor, rather than a supplier of information. Cooperation is crucial because individual and group success requires the combined efforts of each member. Students are responsible for their own learning and the learning of their peers.

- Organize students into "team groups" of two to four members
- Have each student become responsible for a section of the total task:
e.g., gathering data for a visual; answering questions; completing one part of a case study investigation.
- Have students who are responsible for the same tasks reorganize into "specialty squads". The "specialty squads" will enable students to master the topic through discussion, note making, etc. Students will develop a plan to present the information to their "team group".

- Use a variety of methods and sources to evaluate student, individual and group performance. (See "Evaluation" in the preamble to this document, pp. 9-10.) Marks should be based on the average of an individual's grade and the average of grades obtained by the remainder of the "team group".
- Students return to the "team group" to review and reflect on how much they have learned and on how well they worked together.

COOPERATIVE LEARNING STRATEGY; PARAPHRASING

Provide opportunities for students to paraphrase in pairs in order to promote group effectiveness. When paraphrasing, the receiver may:

- restate the sender's message and feelings (not mimic or parrot)
- preface statements, using phrases such as
 - you think, feel, believe that. . . .
 - your position is. . . .
- avoid any indication of approval/disapproval
- be accurate
- avoid adding or removing information
- try to put self in sender's position.

SQ3R STRATEGY

SQ3R is a study method designed by Robinson (1946), and refers to Survey, Question, Read, Recite and Revue. The steps involved in the SQ3R approach are:

1. **Survey:** surveying to provide a framework for organizing facts
 - noticing chapter titles and main headings
 - reading the introductory and summary paragraphs
 - inspecting graphs, charts and other visuals.
2. **Question:** formulating a list of questions to be answered when reading the passage.
3. **Read:** reading the passage to answer the questions.
4. **Recite:** answering the questions without looking at the material.
5. **Review:** verifying and correcting recited answers by rereading the passage and noting the main ideas and the relationships that exist among various ideas.

This method helps students remember content material. SQ3R works well with more competent readers. For those with serious reading difficulties, the Multipass or PARS techniques are more effective alternatives.

Reference

Robinson, F. P. *Effective Study*. Harper Brothers, New York, 1946.

PARS TECHNIQUE

PARS is another study-read technique which consists of four steps:

- P – set a purpose
 - A – ask questions
 - R – read in order to find answers to the questions
 - S – summarize what has been learned in one's own words.
1. **Purpose.** As a pre-reading activity, discuss with the students why they need to read the selection (e.g., to obtain information, to follow instructions).
 2. **Ask questions.** Students may require help to formulate the questions they will need to guide them through the reading selection.

Questions can relate either to the author's purpose:

e.g., What are the author's main ideas?
How are these ideas supported?
What conclusions are reached?

or to the specific content:

e.g., What is the nature of nuclear fission?
What applications can be made of nuclear radiation?

It may help to represent the questions using a semantic web (See Reading, "Semantic Webs and Maps".)

3. **Read.** When purposes are set and questions are formulated, students are prepared to read. They now have a structured plan for processing the information and ideas, which will enable them to increase the amount of content retained and to retain information for longer periods of time.
4. **Summarize.** Learning becomes fixed in students' minds as they express principal ideas in their own words.

Reference

Nelms, Virginia C., and Maybelle Newby. "Comprehension of Expository in Middle Grade Classrooms", 1985. Paper presented at the annual meeting of the Georgia Council of the International Reading Association, Spring Conference.

MULTIPASS: A STUDY-READ STRATEGY

Multipass is a study-read strategy that has proven to be a highly effective strategy for students with learning difficulties (Schumaker et al, 1982). Multipass is essentially an adaptation of the SQ3R method. SQ3R tends to be more successful with stronger readers.

Multipass involves three sub-strategies: Survey, Size-up and Sort-out. Each sub-strategy requires the student to "pass" through the reading material.

1. **Survey Pass.** This is a previewing pass, the purpose of which is to ascertain the main idea and organization of the reading material. Specifically students are required to:
 - read the title
 - read the introductory paragraph
 - peruse the table of contents, noting relationships among the chapters
 - note how the piece is organized by reading major subtitles
 - look at illustrations and read the captions
 - read the summary paragraph
 - paraphrase all the information gained from the above.
2. **Size-Up Pass.** On a size-up pass students gain specific information and facts without reading the piece from beginning to end by:
 - reading questions at the end of the selection to determine what facts appear to be the most important to learn
 - placing a check mark (✓) beside questions they can answer as a result of the survey pass
 - working through the chapter again, and this time:
 - look for textual cues (e.g., bold face print, italics)
 - make the cues into questions (e.g., if the cue was the italicized vocabulary word "conqueror", students ask, "What does conqueror mean?")
 - skim through the surrounding text to find the answer
 - paraphrase the answer to themselves, without looking in the book
 - paraphrase all the important facts and ideas in the entire chapter.
3. **Sort-Out Pass.** On this pass, students test themselves on the material by once again looking at the questions. If some remain unanswerable, students may:
 - recall and skim the section where they may locate the answer
 - if the answer is not found, recall and skim another relevant section
 - repeat until all questions are answered.

Reference

Schumaker, J.B., et al. "Multipass: A Learning Strategy for Improving Reading Comprehension" Learning Disability Quarterly, Volume 5, Summer, 1982, pp. 295-304.

DIRECTED READING/THINKING ACTIVITY (DRTA PROCEDURE)

The DRTA procedure allows students to set their own purpose for reading and to test and evaluate their ideas through observation and organization of available data. The procedure is most appropriately used with a small group.

Steps:

1. Students are told the name of the story or assignment and asked to predict what they think it is about.
2. Students check their predictions by looking at pictures and graphics, and by actually reading the material.
3. Students read to determine who made the right predictions and why.
4. Formulate questions relating to predictions. Teachers' and students' questions may fall into three categories:
 - What do you think?
 - Why do you think it?
 - How can you verify or refute your thinking?

When the DRTA routine is established, students can use the following guide to work independently and respond in writing:

1. Read the title and note pictures and other graphics. What do you expect the story/article will be about? Why? Write your answers to these two questions before you read any of the material.
2. Read the story to verify or refute your speculations. Were you right? Prove it. Were you wrong? How do you know? Write your answers to those questions before you continue reading.
3. Before you continue reading, answer this question: What do you expect to happen next and why?
4. Read until you determine whether you are right or wrong. How do you know you are right/wrong?

If the material read is expository and contains subtitles, students should be taught to restate each subtitle as a question. This will set the purpose for reading the section it introduces.

SCORER: TEST-TAKING STRATEGY**Description of Strategy**

This strategy is designed to aid students to approach test taking systematically.

1. **S – Schedule your time.** The student must think of:
 - a. How many questions are there?
 - b. What are the weightings of the various questions?
 - c. Which questions are easy? difficult? quick to answer? The time needed to complete each section should then be estimated (e.g., a multiple choice test of 120 questions with a one hour time limit is: $60 / 120 = .5$ minutes per question).
2. **C – Clue words.** Most exam questions have built-in clues. Use them. (See Inquiry, "Clue Words".)
3. **O – Omit the difficult questions.** The following procedure is suggested to aid students in this step.
 - a. Move quickly through the test for the initial pass: don't dawdle; keep moving.
 - b. When a question appears easy or you're certain of the answer, answer it.
 - c. Skip those questions on the first pass which appear difficult. When a question is missed, mark the margin with a symbol (+ or ✓) to show that you need to come back to it.
 - d. When the easy and certain questions are answered, return to those skipped and marked with a symbol, and try again.
 - e. If you still are unable to answer on the second pass, mark the questions again by changing the "+" to a "++" or / to "✓/". Keep moving.
4. **R – Read the directions for the entire test and for each test question very carefully.**
5. **E – Estimate your answers.** This could have two meanings, according to the type of test question:
 - a. Those involving calculations or problem solving – roughly estimate the 'ball park' figure.
 - b. Multiple choice – take an educated 'guesstimate' at a possible answer if you are unable to answer the question on the third pass. Never leave questions unanswered unless you are penalized for wrong answers.
6. **Review:**
 - a. Use every minute available to you. Return to the double checked (++ or ✓ / ✓) difficult questions first. Look for new clue words and hints. Next review the single checked questions (+ or ✓), and finally the unchecked ones, if there is time.
 - b. Only change answers if you have a good reason to do so.
 - c. Be sure all questions are answered.
 - d. Make certain that your name is printed on all separate sheets.

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TEST-TAKING CLUE WORDS

All or Never: In true-false questions, these words usually indicate a false answer.

Usually or Sometimes: In true-false questions, they usually indicate a correct answer.

The following terms are frequently used on tests and should be reviewed to ensure that all students know their meaning.

- Compare** – Look at two or more things and find how they are alike.
- Contrast** – The opposite of compare. Look at two or more things and see how they are different.
- Criticize** – Look at something and write about its worth. What might be wrong with it?
- Define** – Give a clear meaning.
- Diagram** – Make a drawing or a chart and label all the parts.
- Discuss** – Explain the good and bad points of something.
- Enumerate** – Answer in an outline form; list all the facts point by point.
- Evaluate** – Similar to discussing, but more emphasis is on individual opinions.
- Explain** – Tell how and why something happened.
- Illustrate** – Support the written/spoken answer with a drawing or chart.
- Interpret** – Give a personal opinion as to how and why something happened.
- Justify** – Prove a personal answer by providing evidence.
- List** – Put the answer down point by point.
- Outline** – List the major and minor points.
- Prove** – Present evidence to justify the answer.
- Relate** – Emphasize points which are similar/different and describe them in writing.
- Review** – Examine the major points of the problem critically.
- State** – Write about the main points omitting any details. Be brief.
- Summarize** – Present the main points only.
- Trace** – Start at the beginning of an event and follow its progress through to the end, describing major points along the way.

AN INVENTORY OF STUDY SKILLS

To help develop study skills, students should:

- adjust reading rate to suit reading task (e.g., skimming, scanning)
- apply study-read strategies appropriately (e.g., multipass, PARS)
- use information from maps, graphs, charts
- apply strategies to get an overview of reading material (e.g., make use of advance organizers such as headings, summaries)
- keep lists of difficult vocabulary which must be reviewed
- interpret common symbols, signs, abbreviations
- locate reference materials in the library
- locate information in a book (e.g., use table of contents, index, chapter headings)
- develop note-taking strategies in formats appropriate to the task
- organize notes/handouts so they are easy to locate when necessary (e.g., in binders or duotangs)
- file important assignments/exams for future study
- develop test-taking strategies
- generate questions for guiding individual studying (e.g., as a check on what students think is important to know, have them make up questions they believe should be on the exam)
- highlight material to be emphasized for future study (e.g., make margin notes; use highlighter pen, underlines)
- develop mnemonic devices and other memory joggers as an aid to comprehension and remembering
- be aware of personal learning style/modality preference, and establish study environment to suit student's needs (e.g. auditory learners need complete quiet)
- prepare study environment to make the most of available time (e.g., has on hand sharpened pencils, eraser, highlighter pens, ballpoint pens, scrap paper, and calculator)
- manage free time/set up a schedule to review, practise and study material to be tested
- manage stress when studying and taking exams
- develop self-management strategies for directing/focussing attention and increasing concentration.

PREVIEWING A RESOURCE

OVERVIEW

To foster students' success, "study skills" should be taught, modelled and reinforced throughout the course. This activity is designed to review directly, skills in reading a resource. Students will preview a resource to identify the information and resources contained in it and how these may be helpful. Students will practise skills in locating and organizing information. This activity can be extended with a review of, or instruction in, note-taking methods.

PROCEDURE

1. Provide students with a checklist of the parts of a resource, such as the following:

CHECKLIST FOR PREVIEWING A RESOURCE

1. Title:
 - a. What is the title?
 - b. Is there a subtitle?
 - c. What does the title tell you about the kinds of topics this resource will cover?
 - d. What is the type of resource?
 - textbook
 - library reference book
2. Front of Resource:
 - a. Which of the following are included?
 - preface
 - foreword
 - introduction
 - specific information to the student
 - b. Look at the table of contents. List four topics this resource will cover.
3. Back of Resource:

Which of the following are included?

 - a. bibliography
 - b. epilogue
 - c. glossary
 - d. index
 - e. appendix
4. Sample Chapter/Section - look at one chapter/section in the resource.

Which of the following are included in each chapter?

 - a. headings - list 3
 - b. introduction
 - c. objectives for the chapter
 - d. summary or conclusion
 - e. exercises or review questions
 - f. vocabulary identified
 - g. charts, graphs, pictures, etc.
 - h. words in italics, boldface type, highlighted sections. (If so, what are these techniques used to indicate?)

2. Initiate discussion on why various features are in a resource and what possible help or use they could be to the student. Discussion should conclude with students identifying several ways in which the resource can help them personally.

Students should also offer comments on whether they think the resource is a good choice, explaining their reasons, and whether they think it will be helpful to students.

3. Follow this activity with a review of good note-taking techniques, using the resource as the basis for the notes.
4. Throughout the course, reinforce previewing/surveying skills as students use individual chapters in the resource.

- | |
|--|
| <p>EVALUATION: – Informally evaluate the accuracy of students' preview worksheets through discussion and self-correction.</p> <ul style="list-style-type: none">– Have students exchange worksheets and peer evaluate.– Provide opportunities for students to compare worksheets in pairs or small groups.– Have students hand in their sheets for teacher formal evaluation. |
|--|

Note: The overview may be adjusted to be used with magazines, newspapers and audio-visual materials.

TIME MANAGEMENT

Effective time management will contribute to academic success and is a skill necessary for daily living. The following activity will assist students to:

- develop further awareness of personal use of time
- organize personal time more effectively.

Have students list activities and corresponding times for an evening. To illustrate, a sample follows.

ACTIVITY	TIME	TIME IN MINUTES
Return from school	4:30	
Snack	4:30 – 4:45	15 min.
Play ball	4:45 – 6:00	75 min.
Eat supper, household chores	6:00 – 7:15	75 min.
Watch TV	7:15 – 8:30	45 min.
Homework/studying	8:30 – 9:15	45 min.
Bath	9:15 – 9:30	15 min.
Listen to music	9:30 – 10:00	30 min.
Bed	10:00	

Have students determine the listed activities that may be inflexible or beyond their control, such as mealtimes and household chores, and those that are flexible, such as watching TV and completing homework. The following table may be used as an example and is based on the above sample schedule.

<u>DAILY SCHEDULE</u>			<u>Total hours/min.</u>
Inflexible time			1 hr. 15 min.
e.g., chores, meals			
Flexible time			4 hrs. 15 min.
e.g., Entertainment			
– participating in sports	1 hr. 15 min.		
– watching TV	1 hr. 30 min.		
Personal care	30 min.		
– bathing			
– hair care			
Homework	30 min.		
Studying	15 min.		
Snack	15 min.		
TOTAL TIME: 5 hrs. 30 min.			

Have students refer to their personal time chart/daily schedule and complete the following activities:

- Calculate the percent of total time devoted to activities during flexible time such as entertainment, homework and studying.
- Compare homework/studying time to other components of flexible time.
- Discuss the accuracy of placing homework/studying time under inflexible time rather than as a component of flexible time.

Instruct students to develop a weekly studying schedule. Both homework and studying should be included in their schedules.

Some students will study by reviewing the new material from each class on a daily basis, while others may select one subject per evening to study.

Remind students that managing time by completing homework and studying daily may decrease the time they will need to spend studying prior to an exam.

MODALITY PREFERENCES

Indicators of Modality Preference	To Accommodate Learning Modalities Use:	
AUDITORY LEARNER makes noises prefers oral reading moves lips when reading silently is easily distracted likes phonics – spoken language is easier than written talks to self – counts out loud likes to discuss what needs to be done learns better with oral instructions requires oral interpretation of maps and diagrams studies either by reading the material to self, or by discussing it with others says material to self in order to learn it	poetry choral speech music oral drill teacher-read stories debates discussions tapes, radio lecture records speakers interviews telephone small group interchange oral presentations	
VISUAL LEARNER examines, looks at and reads about things is quiet, organized, and deliberate finds attractiveness of surroundings important organizes by size, colour, or other visual clues likes to help with displays and bulletin boards is first to pick up mistakes on the blackboard would rather read than be read to chooses a book frequently by its picture or its illustrations likes vivid imagery in stories doodles and draws (with detail) needs visual aids finds phonics hard unless symbol and printed word or picture accompany the sound watches outside the window has trouble remembering verbal messages	films/filmstrips videos maps/globes charts diagrams graphs photographs slides cartoons/captions transparencies books drawings paintings pictures	objects/artifacts flash cards displays models puppet shows microscopes telescopes magnifying glass mime skits/plays

Indicators of Modality Preference	To Accommodate Learning Modalities Use:
<p>TACTILE/KINESTHETIC LEARNER</p> <p>appears to be confined in the classroom points finger when reading responds physically when listening to a story drops things often likes to make things likes to set up equipment touches to get attention stands closer to the person he is talking to than do most people responds to physical touch likes to write on the blackboard moves lips when reading</p>	<p>models/transparencies manipulatives/cuisenaire rods games diorama acting/mime/charades role playing field trips simulations filmstrips and/or slides transparencies dance plays/improvisations musical instruments body language labs note taking orienteering show and tell puzzles puppets objects – stamps, rocks, insects</p>

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MODALITY PREFERENCES QUESTIONNAIRE

	<u>True</u>	<u>False</u>
1. In my spare time, I enjoy:		
a) watching TV	_____	_____
b) listening to music (tapes)	_____	_____
c) participating in team sports (e.g., rugby, hockey)	_____	_____
d) going to the arcade	_____	_____
e) visiting with my friends	_____	_____
f) reading books, magazines, comics	_____	_____
g) going to the movies	_____	_____
h) doing handwork (e.g., knitting, embroidery)	_____	_____
i) making models	_____	_____
j) going to the library	_____	_____
k) fixing things (e.g., working on a car)	_____	_____
l) reading the newspaper	_____	_____
m) going to places I've never been before (e.g., museum, garage sales, parks)	_____	_____
n) individual sports (e.g., jogging, biking)	_____	_____
o) playing games (e.g., cards, chess)	_____	_____
p) writing letters to friends	_____	_____
q) having a part-time job	_____	_____
r) drawing, sketching	_____	_____
s) listening to the radio	_____	_____
t) doing homework for school	_____	_____
u) taking photographs	_____	_____
v) working on the computer	_____	_____
w) practising a skill I want to perfect (e.g., dancing)	_____	_____
2. I learn new things best by:		
a) watching a demonstration	_____	_____
b) hearing an explanation (teacher, tape)	_____	_____
c) following a diagram, chart or map (e.g., going to my friend's house for the first time)	_____	_____
d) following charts, maps or diagrams that someone explains to me	_____	_____
e) watching a filmstrip	_____	_____
f) reading a book	_____	_____
g) playing games or role playing to prepare myself for the "real thing" (e.g., mock job interview)	_____	_____
h) reading a book that contains many pictures and diagrams	_____	_____
i) having a friend or classmate explain in their own words	_____	_____
j) experimenting and working things out by myself	_____	_____

	<u>True</u>	<u>False</u>
k) working alongside someone who can check my work as I go along	_____	_____
l) watching a movie (e.g., Shop Safety)	_____	_____
m) going someplace and seeing for myself (e.g., field trips)	_____	_____
n) having absolute quiet around me while I am learning	_____	_____
3. I remember things best by:		
a) watching a movie or TV	_____	_____
b) reading	_____	_____
c) hearing someone explain	_____	_____
d) writing things down (e.g., dates, phone numbers, reminders to do things)	_____	_____
e) watching demonstrations	_____	_____
f) thinking up a <u>mnemonic device</u> (e.g., the postal code for Strathmore is <u>T0J 3H0</u> ; or <u>T</u> ake <u>O</u> ut <u>J</u> oy, <u>T</u> hree <u>H</u> ours <u>O</u> nly)	_____	_____
g) saying it over and over to myself until I'm sure I know it (e.g., locker combination)	_____	_____
h) doing something over and over again until I know it automatically (e.g., opening my locker, starting up equipment)	_____	_____
i) talking things over with friends or adults, especially if I might make mistakes	_____	_____
j) being reminded by someone else (e.g., teacher, parent)	_____	_____

SCORING FOR MODALITY PREFERENCES

1. Circle the number corresponding to each question that you indicated was true.

Key:

Auditory

1a
1b
1e
1g
1s
2a
2b
2d
2i
2l
2n
3a
3c
3e
3g
3i
3j

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Visual

1a
1d
1f
1g
1l
1p
1t
2a
2c
2d
2e
2f
2h
2l
2o
3a
3b
3d
3e
3f

20

Tactile/Kinesthetic

1c
1d
1h
1i
1m
1n
1o
1q
1r
1u
1v
1w
2g
2j
2k
2n
3h

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2. Tally your score in each area. Which learning modality do you use most often -- auditory (hearing)? visual (seeing)? or tactile/kinesthetic (experiencing)?

TIPS FOR ACCOMMODATING THE MODALITIES

NOTE: 20-30% of school age children appear to be AUDITORY

35% (approximately) of school age children appear to be VISUAL

30-40% of school age children appear to be KINESTHETIC/TACTUAL,
VISUAL/TACTUAL

15% (approximately) of school age children appear to be KINESTHETIC

Following are suggestions for accommodating the auditory, visual, and kinesthetic learning modalities. This categorization is not precise. Readers' theatre, for example, is visual, auditory and kinesthetic. Using a variety of activities is the key. Sometimes allow learners to choose; at other times stretch their repertoires by choosing for them.

Remember, we set learners up for success when we present new material in their preferred mode.

READING

AUDITORY

- Read aloud to learners
- Have audio tapes available that give information. Include questions, allow think time and provide answers
- Have learners prepare choral reading, readers' theatre, oral presentations
- Point out the music of language
- Use chanting and rhyming to aid memory
- Use phonics
- Provide talk time for reviewing what has been read and for anticipating what is going to be read
- Develop the "mind's ear" so learners don't have to disturb others with their vocalization during quiet times
- Find music and sound effects to accompany stories and essays

VISUAL

- Have learners anticipate, speculate, predict and question before reading
- Have learners write "what ifs" regarding the text
- Have learners draw their answers to questions and/or book reports
- Develop sight vocabulary
- Encourage silent reading
- Have learners make "mind movies" while they read
- Assign visual essays
- Have students underline and make margin notes

KINESTHETIC

- Help learners define a purpose for reading
- Appeal to the emotions of the learners first, then set the task
- Encourage learners to make time lines, sequence charts, mind maps, and to underline key words and phrases as they read
- Have learners act out what they have read
- Ask students to respond to what has been read, using models, collages, mobiles or dioramas

WRITING

AUDITORY

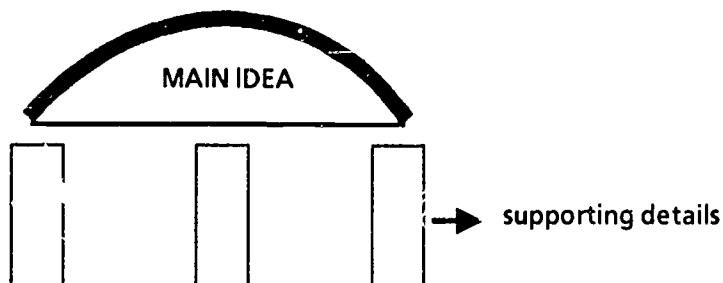
- Talk enables learners to extend and refine ideas. Use brainstorming, small and large group discussion, questioning and improvising
- Have learners share written work with other students in pairs or small groups. Hearing their writing often triggers revision, deletions and additions
- Have learners present polished copy orally to the class, on audiotape, or on videotape

VISUAL

- Imagine the topic. Have learners visualize how they feel, what they see (colour, texture, size, shapes . . .), what they hear, and what they smell. Have them make comparisons (metaphors and analogies), consider positive and negative reasons, and differences and similarities
- Make displays of student writing in the classroom, in the school hallways, and in the community
- Have learners colour code and cut and paste their revisions so they can see how their work improves

KINESTHETIC

- Have learners keep a file of notes and jottings of ideas for writing (an idea bank)
- Have learners draw conceptual maps or make outlines to cluster ideas. Provide headings for those learners who need them
- Encourage students to use shapes to organize and separate ideas; e.g.,



- Have learners improvise dialogue before writing it
- Provide a hands-on experience or a field trip as a prewriting activity
- Encourage learners to use a word processor

STUDY SKILLS

VISUAL

- Can usually tolerate sound -- may even prefer to have background music
- Is distracted by movement so should find an out-of-the-way workplace
- Should memorize information in some logical sequence that can be visualized; e.g., learn the parts of a microscope by imagining the sequence of use
- Have learner colour code and use a variety of print and writing to highlight key points
- Have learner write margin notes when reading
- Have learner rewrite notes when studying
- Prior to a study session have learners write out everything they know about the content
- Have learner hang calendars and charts on the wall to remind them of deadlines
- Have learner make visuals of information to be learned and hang them on the wall
- Have learner sketch definitions

AUDITORY

- Usually cannot tolerate noise so must study in a quiet place
- Needs to talk over what has to be learned so might phone a friend, or follow mom or dad around the kitchen "lecturing"
- Have learner study with a partner -- ask and answer questions
- Have learner record information on a tape and play it back
- Have learner talk to self -- think up rhymes and chants to help remember content
- Have learner read material out loud

KINESTHETIC

- Often needs to pace in order to integrate information
- Have learner take a walk to clarify ideas
- Help learner personalize content to make it emotionally appealing
- Have learner write "everything I know" about the subject -- check notes to discover what has been left out
- Have learner rewrite what needs to be learned as many times as necessary
- Have learner make models and/or conduct experiments to show the application of concepts
- Have learner act out the story of whatever needs to be learned; e.g., "The War of the Red and White Blood Corpuscles"

NOTE: Novelty and multiple storage help us remember, so have learner meet information in a variety of sensory and logical levels. Use auditory, visual and tactile/kinesthetic experiences. Make rich emotional inter-connections, make unusual comparisons, and personalize learning. Provide opportunity for the learner to use new information within 24 hours.

DEALING WITH LECTURE

AUDITORY

- Have learners concentrate on what is being said. It may help to have them close their eyes and make associations
- Provide time to talk about what has been said immediately following the lecture during the last ten minutes of the period
- Have learners jot down only the main ideas. Extensive note-making interferes with the auditory message
- Recognize that the tone of voice and manner of speaking may completely turn off (or on) the learners

VISUAL

- Provide these learners with reading material prior to the lecture
- Provide lecture notes or the text
- Use visuals (overhead projections, charts, pictures) to accompany the lecture
- Have learners make extensive notes that they can read later
- Have learners use the last ten minutes of the period to reflect in writing on the material covered

KINESTHETIC

- Provide emotional appeal in the lecture
- Have learners take copious notes. They may never read them again, but it is the writing process that puts it into memory

SMALL GROUP DISCUSSIONS

AUDITORY

- Learn by talking and listening
- Like to be group spokesperson
- Often need to learn to listen because they are overly eager to talk

VISUAL

- May be reluctant to talk
- Might choose to be a process observer or monitor
- Could read directions to the group

KINESTHETIC

- Likes to be recorder
- Likes to be responsible for materials

AN EXAMPLE OF APPLYING THE MODALITIES IN MATHEMATICS

USE MANIPULATIVES → VISUALIZE → TELL IT TO OTHERS → WRITE IT DOWN

AUDITORY

- Have learners explain the steps out loud while they are computing
- Use small group talk for problem solving and discussion
- Have learners teach their peers

VISUAL

- Have learners make step-by-step pictorial examples and display them on charts
- Use teaching films
- Use computers
- Organize numbers on graph paper
- Sketch concepts
- Have learners write why they solved the question incorrectly on returned assignments

KINESTHETIC

- Learners at all levels need concrete experiences first
- Appeal to the learner's emotions by personalizing the problem
- Use manipulatives as long as needed. The learners will tell you when they no longer need them
- Use games
- Integrate math concepts in physical education, fine arts, etc.
- Have learners solve problems on the blackboard
- Have learners study the lives of mathematicians

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EXTERNAL VS INTERNAL LOCUS OF CONTROL

INTRODUCTION

Locus of control theory is concerned with an individual's belief about the contingencies of personal behaviour. An external locus of control – that is, a belief that luck, chance, fate, or the whims of "powerful others" determine the outcomes of personal actions – is typically manifested by low achieving students and is significantly related to achievement behaviours, job success and career maturity. Locus of control orientation is amenable to change through various instructional and counselling interventions, such as life skills courses, instruction in goal setting and decision making, group discussions that explain the concept of locus of control and its personal implications, and teacher talk which places emphasis on the relationship between student performance and subsequent outcomes (e.g., "We won the game! All that practice and fitness training paid off in the end." or "You can be proud of your mark in social studies. Completing assignments, participating in class and studying for examinations have made a difference this term.") Encourage students to accept responsibility for the outcomes of their personal behaviour, and to move toward a more internal locus of control.

Distribute or read to students the questions from the "Locus of Control" sheets on the following pages. Provide adequate time for students to respond yes/no to each question. Remind students that answers are neither correct nor incorrect and to respond honestly.

SCORING PROCEDURE

Distribute or read the scoring sheet. Have students award themselves 3 points if their response is the same as the response on the scoring sheet. Students receive 1 point if their response is dissimilar to the response on the scoring sheet.

e.g., Question 1: A student who responds to question 1 with "yes" receives 3 points; a student who responds with "no" receives 1 point.

INTERPRETING SCORES

120 – 100 external locus of control
60 – 40 internal locus of control

Students who answer a majority of the questions the same as the responses provided is external. Extreme scores in either direction (i.e., too external or too internal) may be cause for discussion with students. Sometimes, it is appropriate to believe in plain bad luck or fate in order to cope with and accept life's circumstances. Accepting personal responsibility for one's attitudes/behaviours to these unfortunate occurrences is a key to maturity.

Locus of Control Score Sheet

1. Y	11. Y	21. Y	31. Y
2. N	12. Y	22. N	32. N
3. Y	13. N	23. Y	33. Y
4. N	14. Y	24. Y	34. N
5. Y	15. N	25. N	35. Y
6. N	16. Y	26. N	36. Y
7. Y	17. Y	27. Y	37. Y
8. Y	18. Y	28. N	38. Y
9. N	19. Y	29. Y	39. Y
10. Y	20. N	30. N	40. N

Scoring: 3 points if a student responds according to the score sheet.

1 point if a student does not respond according to the score sheet.

Note: The higher the score, the more externally motivated the student.

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LOCUS OF CONTROL

INSTRUCTIONS: Answer yes or no to the following questions.

Item	Answer	Points
1. Do you believe that most problems will solve themselves if you don't fool with them?	_____	_____
2. Do you believe that you can stop yourself from catching a cold?	_____	_____
3. Are some kids born lucky?	_____	_____
4. Most of the time do you feel that getting good grades means a great deal to you?	_____	_____
5. Are you often blamed for things that aren't your fault?	_____	_____
6. Do you believe that if somebody studies hard enough he or she can pass any subject?	_____	_____
7. Do you feel that most of the time it doesn't pay to try hard because things never turn out right anyway?	_____	_____
8. Do you feel that if things start out well in the morning it's going to be a good day no matter what you do?	_____	_____
9. Do you feel that most of the time parents listen to what their children have to say?	_____	_____
10. Do you believe that wishing can make good things happen?	_____	_____
11. When you are punished does it usually seem it's for no good reason at all?	_____	_____
12. Most of the time do you find it hard to change a friend's opinion (mind)?	_____	_____
13. Do you think that cheering more than luck helps a team to win?	_____	_____
14. Do you feel that it's nearly impossible to change your parents' mind about anything?	_____	_____
15. Do you believe that your parents should allow you to make most of your own decisions?	_____	_____

Item	Answer	Points
16. Do you feel that when you do something wrong there's very little you can do to make it right?	_____	_____
17. Do you believe that most kids are born good at sports?	_____	_____
18. Are most of the other kids your age stronger than you are?	_____	_____
19. Do you feel that one of the best ways to handle most problems is not to think about them?	_____	_____
20. Do you feel that you have a lot of choice in deciding who your friends are?	_____	_____
21. If you find a four leaf clover do you believe that it might bring you good luck?	_____	_____
22. Do you often feel that whether or not you do your homework has much to do with what kind of grades you get?	_____	_____
23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?	_____	_____
24. Have you ever had a good luck charm?	_____	_____
25. Do you believe that whether or not people like you depends on how you act?	_____	_____
26. Will your parents usually help you if you ask them to?	_____	_____
27. Have you felt that when people were mean to you it was usually for no reason at all?	_____	_____
28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?	_____	_____
29. Do you believe that when bad things are going to happen they are going to happen no matter what you try to do to stop them?	_____	_____
30. Do you think that kids can get their own way if they keep trying?	_____	_____
31. Most of the time do you find it useless to try to get your own way at home?	_____	_____
32. Do you feel that when good things happen they happen because of hard work?	_____	_____

Item	Answer	Points
33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?	_____	_____
34. Do you feel that it's easy to get friends to do what you want them to?	_____	_____
35. Do you usually feel that you have little to say about what you get to eat at home?	_____	_____
36. Do you feel that when someone doesn't like you there's little you can do about it?	_____	_____
37. Do you usually feel that it's almost useless to try in school because most other students are just plain smarter than you are?	_____	_____
38. Are you the kind of person who believes that planning ahead makes things turn out better?	_____	_____
39. Most of the time, do you feel that you have little to say about what your family decides to do?	_____	_____
40. Do you think it's better to be smart than to be lucky?	_____	_____

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LOGICAL/NATURAL CONSEQUENCES VERSUS PUNISHMENT

Locus of control theory investigates the relationship between an individual's actions and resulting reinforcements. Many students harbour an external locus of control belief system, whereby they attribute rewards and/or successes to luck, fate, chance or the whims of powerful others. They may also be accepting of punishment as a consequence of mistakes and inappropriate behaviour. Students need to recognize that some consequences naturally or logically arise from their actions, and they should develop the ability to distinguish these from punishment.

Some of the differences between logical consequences and punishment are outlined below:

LOGICAL/NATURAL CONSEQUENCE	VS	PUNISHMENT
Reality of the situation dominates: situation-centred		Power of the authority dominates: self-centred
Relates logically to the behaviour		Fails to relate logically to behaviour; arbitrary
Excludes elements of moral judgment: good or bad, right or wrong		Involves some moral judgment: usually bad or wrong
Deals with present and future		Deals only with the past
Teaches the child to be responsible for personal behaviour		Implies the adult is responsible for the child's behaviour
Develops inner discipline		Maintains outer discipline
Maintains positive atmosphere with adults		Perpetuates antagonistic atmosphere
Influences or leads the child toward more desirable behaviour; trains for the future		Forces the child to obey: usually only temporarily effective
Retains the child's self-esteem		Diminishes the child's self-esteem

SUGGESTED ACTIVITIES

1. Initiate a discussion guiding students to recognize and understand natural consequences.
2. Encourage students to share some common problems and to contribute their ideas as to the possible consequences.

3. Categorize these consequences as natural/logical or as punishment, using a chart similar to the illustration below.

	Natural/Logical Consequence	Punishment
<ul style="list-style-type: none">● sleeping in on a school day● overeating junk food● failing to brush/floss teeth● failing to complete homework● borrowing sister's/ brother's sweater without permission● failing to complete a household chore		

4. Encourage students to contribute situations to categorize.
5. Use questions to discuss the consequences that are most effective in guiding an individual to accept responsibility for his or her behaviour and thereby curtailing the inappropriate behaviour: e.g., Does the consequence have to be severe/painful/expensive in order to be effective?
6. Discuss behaviour and consequences relative to specific areas in the school and the workplace: e.g., habitual lateness, disorganization, inappropriate clothing.

STUDENT EVALUATION RECORD

Name: _____ Block: _____ Teacher: _____

Purpose: To record and monitor personal progress throughout the term.

ASSIGNMENTS AND HOMEWORK

Title/Topic	Date	Mark	Title/Topic	Date	Mark

ESSAYS AND PROJECTS

Title/Topic	Date	Mark	Title/Topic	Date	Mark

TESTS AND QUIZZES

Title/Topic	Date	Mark	Title/Topic	Date	Mark

Participation in classroom activities is a very important part of social studies. Evaluate performance on several occasions throughout the term. Indicate the evaluator by placing one of the following in the appropriate box.

Performance

M = mature
A = adequate
N = needs attention

[illegible]

Social studies requires student participation and one must attend in order to take part in classroom activities. Complete the calendar by placing the dates of school days in the blocks. Use an "X" to indicate days you were absent from school.

[illegible]

APPENDIX

COPYRIGHT ACKNOWLEDGEMENTS

Alberta Education wishes to thank the following authors, publishers and agents for granting permission to include copyrighted materials:

Alberta Vocational Centre for excerpts from *The Writing Lab*, by Susan McLure, 1987.

Calgary Board of Education for *Student Centred Education: A Guide to Understanding and Accommodating Learning Styles*, 2nd edition, by Margot Gruner and Linda ter Borg, 1986.

Devine, Thomas G., for excerpts from *Listening Skills Schoolwide*, National Council of Teachers of English, 1982.

Los Angeles County Office of Education for excerpts from *Teacher Expectations and Student Achievement, Teacher Handbook* based on Bloom's Taxonomy, developed and expanded by John Maynard, Pomona, California, 1980

Mulcahy R., K. Margo and D. Peat for excerpts from *SPELT: A Strategies Programme for Effective Learning and Thinking*, SPELT International, Ltd., 1987.

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